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ABSTRACT

This teacher's guide and student workbook are part of a series of content-centered packages of supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. Parallel Alternative Strategies for Students (PASS) materials are designed to help those students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice exercises, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. Both texts correlate to Florida's Sunshine State Standards and are divided into the following 10 units of study: (1) structure and function of government; (2) foundations of American government; (3) the federal system of American government; (4) the three branches of government; (5) influencing government; (6) civil rights; (7) government transformation in the 1920s and 1930s; (8) domestic policy and foreign affairs; (9) the politics of a democracy; and (10) personal involvement. For each unit, the teacher's guide includes a general description of the unit's content and the unit's focus, provides suggestions for enrichment, and contains an assessment to measure student performance.

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Appendices in the guide describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. The student workbook contains vocabulary, an explanation of content, and practice exercises designed to evaluate comprehension.(Contains 10 references.) (CR)

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American Government
Teacher's Guide [and Student Workbook]
Parallel Alternative Strategies for Students
(PASS)

Editors

Sue Fresen
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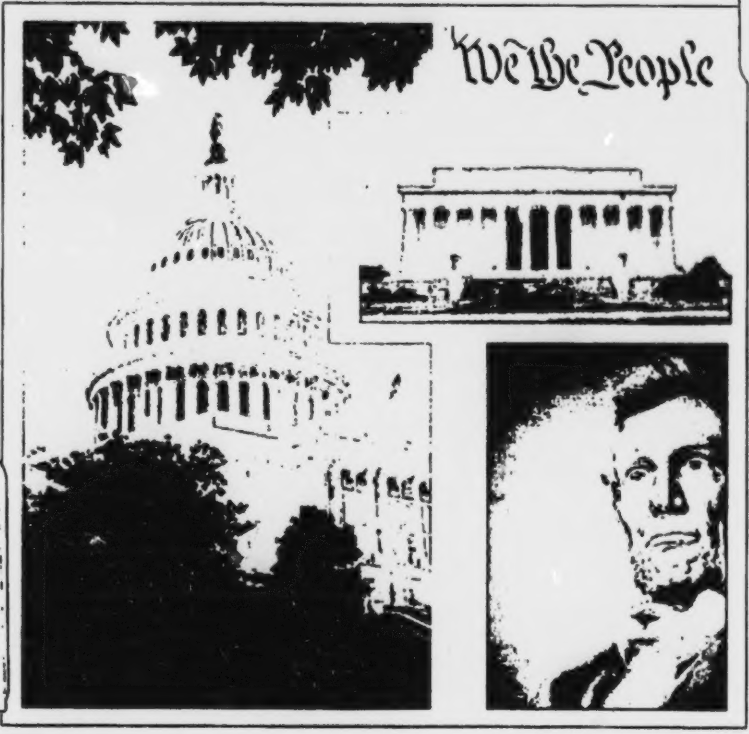

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Parallel
Alternative
Strategies for
Students

PASS Book Evaluation Form

PASS Volume Title: ______________________ Date: ______________

Your Name: ______________________ Your Position: ______________

School: ______________________

School Address: ______________________

____

Directions: *We are asking for your assistance in clarifying the benefits of using the PASS book as a supplementary text. After using the PASS book with your students, please respond to all the statements in the space provided; use additional sheets if needed. Check the appropriate response using the scale below. Then, remove this page, fold so the address is facing out, attach postage, and mail. Thank you for your assistance in this evaluation.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content					
1. The content provides appropriate modifications, accommodations, and/or alternate learning strategies for students with special needs.	☐	☐	☐	☐	☐
2. The content is at an appropriate readability level.	☐	☐	☐	☐	☐
3. The content is up-to-date.	☐	☐	☐	☐	☐
4. The content is accurate.	☐	☐	☐	☐	☐
5. The content avoids ethnic and gender bias.	☐	☐	☐	☐	☐
Presentation					
6. The writing style enhances learning.	☐	☐	☐	☐	☐
7. The text format and graphic design enhance learning.	☐	☐	☐	☐	☐
8. The practice/application activities are worded to encourage expected response.	☐	☐	☐	☐	☐
9. Key words are defined.	☐	☐	☐	☐	☐
10. Information is clearly displayed on charts/graphs.	☐	☐	☐	☐	☐
Student Benefits					
11. The content increases comprehension of course content.	☐	☐	☐	☐	☐
12. The content improves daily grades and/or tests scores.	☐	☐	☐	☐	☐
13. The content increases mastery of the standards in the course.	☐	☐	☐	☐	☐

Usage

The simplified texts of *PASS* are designed to be used as an additional resource to the state-adopted text(s). Please check the ways you have used the *PASS* books. Feel free to add to the list:

- ☐ additional resource for the basic text
- ☐ pre-teaching tool (advance organizer)
- ☐ post-teaching tool (review)
- ☐ alternative homework assignment
- ☐ alternative to a book report
- ☐ extra credit
- ☐ make-up work
- ☐ outside assignment
- ☐ individual contract
- ☐ self-help modules
- ☐ independent activity for drill and practice
- ☐ general resource material for small or large groups
- ☐ assessment of student learning
- ☐ other uses: ______________

Overall

Strengths:

Limitations:

Other comments:

Directions: *Check each box that is applicable.*

I have daily access at school to:	☐ A computer	☐ A printer	☐ The Internet	☐ A CD-ROM drive
All of my students have daily access at school to:	☐ A computer	☐ A printer	☐ The Internet	☐ A CD-ROM drive
I would find it useful to have PASS on:	☐ The Internet	☐ CD-ROM	☐ Mac	☐ PC/IBM

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American Government

Teacher's Guide

Course No. 2106310

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

2000

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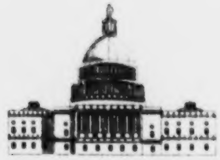

American Government

Teacher's Guide

Course No. 2106310

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum* (PAC) were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students.* Project IMPRESS patterned the *PACs* after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

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User's Guide

The *American Government PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American Government PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards,* and *benchmarks.* A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American Government,* course number 2106310, is given in a matrix in appendix D.

The *American Government PASS* is divided into 10 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.

- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American Government*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists reference materials and software used to produce *American Government*.

American Government is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

Unit 1: Structure and Function of Government

This unit emphasizes the structure and function of government at three levels—local, state, and national.

Unit Focus

- definition of government
- purposes of government
- levels of government
- functions of each level of government
- major events and documents leading to the establishment of the United States government

Suggestions for Enrichment

1. Have students bring in political cartoons and interpret their meanings.
2. Ask students to draw a political cartoon and have them explain it.
3. Read the Preamble to the Constitution and discuss the meaning behind the words. Ask students to memorize the Preamble and give oral presentations.
4. Have students cut out newspaper and magazine articles or print articles from the Internet concerning public policies; for example: where money is being spent, Supreme Court decisions, human rights, health care, education.
5. Discuss how students can participate in the political process. For example: working on campaigns, volunteering in the community, writing letters to political candidates or politicians in office.
6. Discuss national security issues such as the draft, nuclear weapons, disarmament, closing of military bases, and terrorism.

7. Ask students to research their local and city governments. For example: watch a city council meeting on television or monitor a local election.

8. Have students list laws which are meant to maintain order (gun control, driving restrictions) and how they are enforced (community service, fines, jail time, revocation of licences).

9. Have students brainstorm and make a list of all government services they can identify.

10. Ask students to collect news articles related to functions of government.

11. Have students examine laws from each of the levels of government to illustrate the supremacy of the national level.

12. Have students read excerpts of original government documents and translate them into everyday language.

13. Have students examine some Constitutional Amendments (such as those related to voting, prohibition) and discuss the societal changes which have occurred since the Constitution was originally written.

14. Ask students to list as many activities as they can think of in which government plays no role. Collect and share items (without identifying the author) with the class and have students decide whether or not government has an impact or influence on each item.

15. Discuss whether society could function without government establishing limits on individual freedoms.

16. Analyze the foundations of American government: the Declaration of Independence; the Articles of Confederation; the Constitution; and the Bill of Rights. Have students list the pros and cons of each document and the ideas or beliefs they represent.

17. Have students examine a searchable version of the Constitution at http://www.lw.emory.edu/FEDERAL/usconser.html. (Please note that all listed Web-site addresses are subject to change.)

18. Have students work in groups and write a constitution for the class. Discuss and compare the different groups' class constitutions.

19. Have students write a public policy statement that reflects class or school policies.

20. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behaviors demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.

21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a plan or position that the government decides to follow on a certain issue

_____ 2. change made to the Constitution

_____ 3. the beginning of the Constitution

_____ 4. type of government in which people choose their leaders through regular elections

_____ 5. the political organization through which public policy is made and enforced

A. amendment

B. government

C. Preamble

D. public policy

E. republic

Circle the letter of the correct answer.

6. Which of these is ***not*** a level of our country's government?
   a. state
   b. national
   c. democracy
   d. local

7. Which of these is ***not*** a function of government?
   a. defending a nation
   b. taking away the people's rights
   c. keeping order within the nation
   d. providing for the well-being of the people

8. Which of these sets up our form of government?
   a. The Declaration of Independence
   b. The Constitution of the United States
   c. The Articles of Confederation
   d. The Bill of Rights

Use the list below to complete the following statements.

defense
domestic
general
justice

We the People of the United States, in Order to form a more perfect Union, establish (9) ________________________, *insure* (10) ________________________ *Tranquility, provide for the common* (11) ________________________, *promote the* (12) ________________________ *Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

Number the **documents** *in the correct* **order** *that they were written. Write the number on the line provided.*

________ 13. Articles of Confederation

________ 14. Bill of Rights

________ 15. Constitution

________ 16. Declaration of Independence.

Keys

Practice (p. 13)

1. Preamble
2. democracy
3. isolationism
4. amendments
5. laws
6. government
7. local
8. state
9. public policy
10. elections

Practice (p. 14)

1. Revolutionary War
2. public policy
3. Articles of Confederation
4. Constitutional Convention
5. Declaration of Independence
6. Bill of Rights
7. global involvement

Practice (pp. 15-16)

1. Answers will vary but may include making and enforcing laws.
2. Answers will vary but may include maintaining a military.
3. Answers will vary but may include providing schools, parks, roads, police departments, and a clean environment.
4. local, state, and national
5. Answers will vary but may include that Americans had the right to form their own government.
6. Answers will vary but may include the following: Congress could not declare war or maintain an army; Congress had no power to tax; Congress had no power to regulate trade; states operated as independent nations; government not strong enough to protect itself.
7. John Locke
8. life, liberty, and property
9. the Constitution
10. 17

Practice (p. 17)

1. 8
2. 3
3. 4
4. 7
5. 2
6. 6
7. 1
8. 5

Practice (pp. 18-19)

1. amendments
2. democracy; republic
3. laws
4. constitution
5. political organization
6. isolationism
7. Preamble
8. Government
9. Thomas Jefferson
10. 27

Practice (p. 20)

1. C
2. A
3. D
4. F
5. B
6. G
7. E

Practice (p. 21)

Answers will vary.

Practice (p. 22)

Answers will vary.

Keys

Unit Assessment (pp. 5-6TG)

1. D
2. A
3. C
4. E
5. B
6. c
7. b
8. b
9. Justice
10. domestic
11. defense
12. general
13. 2
14. 4
15. 3
16. 1

Unit 2: Foundations of American Government

This unit emphasizes the basics of a constitutional government and the foundations upon which it is based.

Unit Focus

- contributions of ancient Greece
- contributions of ancient Rome
- definition of an absolute monarchy
- description of the Glorious Revolution
- history and effects of the French Revolution

Suggestions for Enrichment

1. Have students research a significant leader or event since the Renaissance (Louis XIV, Peter the Great, Glorious Revolution, or the French Revolution). Ask them to give an oral report.
2. Have students conduct a talk show with famous French philosophers and ancient Greek and Roman philosophers; for example: Montesquieu, Rousseau, or Aristotle.
3. Have students discuss the reasons for the decline and fall of the Roman Empire.
4. Ask students to compare the architecture of ancient Rome and Greece to that of the United States.
5. Ask students to research facts and create a graphic organizer to compare the republic of Rome and the democracy of Athens.
6. Ask students to compare the difference between a dictator and an absolute monarch.

7. Present students with the following induction matrix for the four types of governments (democracy, republic, monarchy, and dictatorship) to answer the column questions. Have students draw conclusions about each form of government (row conclusions), about governance, decision making, and early forms of government (column conclusions), and construct a summary conclusion that combines the elements of the row and column conclusions.

Induction Matrix
Types of Governments

	Who Governs	How Decisions Are Made	Earliest Examples	Conclusions
Democracy				
Republic				
Monarchy				
Dictatorship				
Conclusions				

8. Ask students to research three types of colonial government that developed in the 13 colonies and create a graphic organizer comparing the three types of government. Have them include the name of each colony, its form of government, and the purposes and characteristics of each form. Have students place an asterisk next to any characteristics that parallel our current government. Ask students to discuss what these similarities tell us about the seeds of our current form of government.

9. Have students discuss why they think the concept of representative government took root in what was to become the United States. Have them address such factors as the types of people who settled here, the vast expanses of open space, and the distance between the colonies and England.

10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. all citizens participate directly in making decisions

______ 2. kings and queens rule with total and complete power

______ 3. (1789–1791) the French peasants and working class rebelled against the absolute monarchy and the aristocracy

______ 4. a peaceful revolution in England that ended the age of absolute monarchies

______ 5. the belief that a king's and queen's decisions are inspired by God

A. absolute monarchy

B. direct democracy

C. divine right of kings

D. French Revolution

E. Glorious Revolution

Circle the letter of the correct answer.

6. Where does the word democracy come from?
   a. France
   b. Greece
   c. England

7. What type of government was established in ancient Athens?
   a. republic
   b. absolute monarchy
   c. direct democracy

8. Who led the American patriots to victory during the American Revolution?
   a. Thomas Jefferson
   b. Samuel Adam
   c. General George Washington

Use the list below to complete the following statements.

absolute monarchy
dictator
divine right of kings
monarch

9. During the Age of Absolutism, King Louis the XIV was a

_________________________ .

10. He was the first king of France to establish

_________________________ .

11. Louis the XIV believed God inspired all of his acts. This became known as the _________________________ .

12. The French Revolution began in 1789 and ended in 1791 when Napoleon became the leader of France. Napoleon was a

_________________________ .

Number the **events** *in the correct* **order** *that they happened. Write the number on the line provided.*

_________ 13. American Revolution

_________ 14. King Louis XIV becomes an absolute monarch of France

_________ 15. ancient Greece established a democracy

_________ 16. French Revolution

Keys

Practice (p. 38)

1. 3
2. 1
3. 4
4. 2
5. 5
6. ancient Romans created a republic
7. ancient Greeks created a democracy
8. Glorious Revolution
9. American Revolution
10. French Revolution

Practice (p. 39)

Answers will vary but may include the following:

2. Montesquieu: Democracy is a wonderful form of government. However, there should be three branches of government to balance power. This is to ensure that power remains in the hands of the people.
3. Brutus: In Rome we had a form of democracy known as a republic. We elected people to vote for us. This is the best form of government when you have a large population.
4. Thomas Jefferson: I believe all people are created equal. A king or queen should not be able to tell the people what to do. Therefore, a democracy is the best form of government.

Practice (p. 40)

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. False
9. False
10. True

Practice (p. 41)

Answers will include the following in any order:

1. ancient Rome
2. ancient Greece
3. France
4. England

Practice (p. 42)

1. Romans established a republic
2. democracy in Athens
3. 1776
4. the Glorious Revolution put an end to monarchies
5. 509 B.C.
6. France

Practice (p. 43)

1. F
2. G
3. A
4. C
5. B
6. H

7 D

8. E

Practice (p. 44)

1. French Revolution
2. patriots
3. Glorious Revolution
4. direct democracy
5. absolute monarchy
6. Louis XIV
7. General George Washington
8. representative democracies

Unit Assessment (pp. 11-12TG)

1. B
2. A
3. D
4. E
5. C

Keys

6. b
7. c
8. c
9. monarch
10. absolute monarchy
11. divine right of kings
12. dictator
13. 3
14. 2
15. 1
16. 4

Unit 3: The Federal System of American Government

This unit emphasizes the basic principles of political organization and learn the processes by which power is delegated within all levels of the three branches of government.

Unit Focus

- basic principles of American government
- powers given and denied to national and state governments
- ways the Constitution can be amended

Suggestions for Enrichment

1. Discuss the failure of the Equal Rights Amendments (ERA). Note that Congress allows seven years for the ratification process. This may be extended (as it was for the ERA).
2. Ask students to define power. Debate who has power in their school, family, and community. Why do they have power? Ask them to write an opinion essay.
3. Create a graphic organizer on the separation of powers, checks and balances, or amending the Constitution.
4. Ask students to think of a new amendment to the Constitution. How would they go about making this change?
5. Have students give specific examples that support the statement that "government cannot act without the consent of the people."
6. Discuss whether or not students believe that all branches of government are equal in strength.
7. Point out that all amendments, except one, have been proposed by Congress and ratified by state legislature and because the second proposal method has never been used, two of the four methods of amending have never been used.

8. Have students use current news to show examples of the listed powers being used by the state and national government.

9. Discuss current examples of how the governmental branches have used their checks on each other.

10. Display two or three words you want students to explore. For example: elastic clause, federal system, and veto. Ask students to map (web) these words with meaning or associations. Have them share webs in groups and then individually read from text where these words or concepts are discussed. Ask groups to create a group web from what they remember from their reading.

    Using this group web, ask students to create a group graphic organizer (diagram or chart) with labeling that explains the word or concept. Have groups share their graphic organizer and explanations with the class. Finally ask groups to create a picture or drawing (similar to a political cartoon) of an analogy that demonstrates the word or concept. Have students present and explain their pictures and then individually write the analogy and its explanation.

11. Discuss whether the federal government should have a say in how your town's schools are run or whether the local school boards should have control over what is taught and how education budgets are spent. Have students defend their answers.

12. Discuss whether federal regulations are necessary to protect the environment or whether state governments and grass roots organizations would be able to establish environmental guidelines on their own. Have students defend their answers.

13. Divide class into groups representing the three branches of government: executive, legislative, and judicial. Provide each group with two signs: "Claim" and "Do Not Claim" and a list of its branch's powers stated in the Constitution. Give each branch of government an opportunity for a "Claim" or "Do Not Claim" in each round of "Checks and Balances." Read different situations, each involving a power of one or more branches of the government.

Give each group one minute to discuss the situation and decide. Ask each group to hold up their appropriate card, "Claim" or "Do Not Claim" and then explain its reasons. The teacher and other branches will rule on the accuracy of the choice.

Scoring
2 points = correctly claiming power
1 point = correctly not claiming power
0 points = incorrectly claiming or not claiming power

Make up your own situations or use suggested situations below.

- A bill is to be considered requiring automobile manufactures to install escape latches in trunks in all new cars. (executive and legislative)
- A case is being appealed from the Texas Supreme Court. (judicial)
- The President has prepared his budget message for Congress. (executive)
- An amendment to balance the budget has been proposed. (legislative)
- The President requires appropriations to find his new defense plan. (legislative)
- A treaty involving nuclear arms limitations is being negotiated between the United States and Russia. (legislative and executive)
- A judge has been convicted of bribery. (judicial)
- An ambassador's son is arrested for driving while intoxicated in Washington, D.C. (judicial)
- In his campaign platform, the President promised to abolish the use of the metric system. (executive)
- The Justice Department requests that the 1973 abortion decision (*Roe v. Wade*) be overturned so that states can set their own abortion policies. (judicial)

14. Have students discuss the issues below.

    - Would Americans be willing to limit habeas corpus appeals to discourage terrorists?
    - Should airlines have access to people's credit and traveling records or is it a violation of civil rights?
    - Would people be willing to accept a heightened security system in order to ensure everybody's safety?
    - Would people be willing to experience long delays and pay more money for flights to help ensure safer air travel?
    - How should federal government handle the climate of fear and the threat of terrorism?
    - Should Congress and the President enact tougher laws to fight terrorism?

15. Have students discuss the issues below.

    - How do you think the federal government should spend taxpayer dollars to fight drugs?
    - Do you think more funds should be allocated to stopping the supply of drugs from coming into the United States, or do you think that more money should be spent on prevention and education programs?
    - Do you think that the federal government should use the military to combat the flow of drugs coming into the country? Should the military work in countries that are a source of illegal drugs?
    - Do you think that mandatory drug testing of students and employees is a violation of their rights?

16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. powers shared by state and national government

______ 2. principle of government which allows each branch to check the actions of the other branches

______ 3. powers which are kept for the state

______ 4. powers given to the national government

______ 5. powers which the Constitution forbids both national and state governments

______ 6. principle of government which says government must have consent of the people to act

______ 7. a form of government which splits power between national and state governments

______ 8. process in which courts decide if a law is unconstitutional

______ 9. a law that punishes a person without a trial

______ 10. principle of government that splits power among three branches

A. bill of attainder

B. checks and balances

C. concurrent powers

D. delegated powers

E. denied powers

F. federal system

G. judicial review

H. popular sovereignty

I. reserved powers

J. separation of powers

Put a D *by the* **delegated powers**. *Put an* **R** *by the* **reserved powers**. *Put a* **C** *by the* **concurrent powers**.

________ 11. establish postal service

________ 12. tax and borrow money

________ 13. make war and peace

________ 14. charter banks

________ 15. establish schools

Match the **branch** *of the* **national government** *with the correct* **responsibility**. *Write the letter on the line provided.*

Branches	**Responsibilities**
______ 16. legislative	A. makes laws
______ 17. executive	B. decides what laws mean
______ 18. judicial	C. carries out the laws

Use the list below to complete the following statements.

checks and balances
Congress
elastic clause
ex post facto
four
proposal
separation of powers

19. There are ______________________ ways in which the Constitution can be amended.

20. The first step in amending the Constitution is a(n) ______________________ .

21. A(n) ______________________ law is an example of a denied power.

22. The ______________________ demonstrates the flexibility of the Constitution.

23. The principle of ______________________ was established to make sure that no one person or group of persons has too much power.

24. ______________________ is the legislative branch.

25. A Presidential veto is an example of the principle of ______________________ .

Give one example which supports the statement below.

26. "Government cannot act without the consent of the people."

____

Use the list below to write the correct **principle of government** *for each description on the line provided.*

checks and balances
federal system
limited government
popular sovereignty
separation of power

__________________ 27. power is divided between the national government and the state government

__________________ 28. person may not be sentenced to jail without a trial

__________________ 29. Supreme Court declares a law unconstitutional

__________________ 30. power shared equally among three branches

__________________ 31. government cannot act without the consent of the people

Keys

Practice (p. 56)

1. denied powers
2. separation of powers
3. judicial
4. delegated powers
5. popular sovereignty
6. checks and balances
7. legislative
8. bill of attainder
9. reserved powers
10. ratify

Practice (p. 57)

1. C
2. D
3. I
4. G
5. E
6. A
7. H
8. B
9. F

Practice (p. 58)

1. D
2. R
3. D
4. C
5. R
6. D
7. C
8. D
9. R
10. D
11. C
12. D
13. C
14. D
15. R

Practice (p. 59)

1. executive
2. legislative
3. judicial
4. judicial
5. legislative
6. executive

Practice (p. 60)

Answers will include the following in any order:

1. federal system
2. popular sovereignty
3. separation of powers
4. checks and balances
5. limited government

Practice (p. 61)

1. separation of powers
2. limited government
3. federal system
4. checks and balances
5. popular sovereignty

Practice (p. 62)

1. four
2. two
3. proposal
4. state
5. accept
6. three-fourths

Keys

Practice (p. 63)

1. elastic clause
2. veto
3. principle
4. implied
5. executive
6. habeas corpus
7. judicial review
8. ex post facto

Unit Assessment (pp. 19-22TG)

1. C
2. B
3. I
4. D
5. E
6. H
7. F
8. G
9. A
10. J
11. D
12. C
13. D
14. C
15. R
16. A
17. C
18. B
19. four
20. proposal
21. ex post facto
22. elastic clause
23. separation of powers
24. Congress
25. checks and balances
26. Answers will vary.
27. federal system
28. limited government
29. checks and balances
30. separation of power
31. popular sovereignty

Unit 4: The Three Branches of Government

This unit emphasizes the basic principles of political organization embodied in the Constitution and the processes by which power is passed on within all levels of the three branches of government.

Unit Focus

- duties, responsibilities, and powers of each branch of government
- election and appointment procedures for each branch of government
- steps by which a bill becomes a law
- how power is transferred in each branch of government
- ways national leaders may be removed from office

Suggestions for Enrichment

1. Have students conduct an interview for the position of United States President, Senator, or Representative.
2. Have students write to a Florida Senator or Representative concerning a state or local issue. Have students share any responses.
3. Have students participate in a class election for President, Senator, or Representative.
4. Have students monitor a national, state, or city election and discuss issues and results in class.
5. Invite a state congressperson to speak to your class and describe a particular piece of legislation, how it was started, how it fared on floor debate, whether it passed, and what its effects are likely to be.

6. Arrange a field trip to observe your local city government at work on some important issue. See if some people from the government would be willing to participate in a question and answer period following the session.

7. Invite a local trial court judge to discuss the organization of the court system.

8. Invite an attorney to visit and respond to questions about appeal, time involved in adjudication, and fairness of the system.

9. Discuss the motto on the United States Supreme Court Building, "Equal Justice for All." Have students write what they think the motto means. Show a picture of the symbol for justice (i.e., a blindfolded woman holding a scale). Have students discuss the symbolism of the blindfolded woman and the scale.

10. Point out the wording of "establish justice" in the Preamble. Have students search the seven articles to the Constitution to find ways this purpose is carried out.

11. Discuss the importance of the different committees in Congress, such as the Rules Committee, Ways and Means Committee, Appropriation Committee, Armed Services Committee, and Education Committee.

12. Have students write a bill on a subject of choice following a teacher-specified format. Assign committees to hear, discuss, vote, and make changes to a bill. Have the committee vote to either kill the bill or report it. Have students present the revised bill to the whole class for a vote to propose it to become law.

13. Have students research and list 10 Supreme Court decisions and tell what constitutional right was effected by this decision. From the list, have students choose five decisions by the Supreme Court and tell why they feel they are important. Discuss how the Supreme Court affects lives of Americans.

14. Have students choose a recent State or Federal Supreme Court decision and write their own opinion on the decision had they been one of the Supreme Court justices. Discuss why the Supreme Court sometimes reverses its own decisions.

15. Have students write from the viewpoint of an inanimate object in a Supreme Court decision. Below are some examples.
    - a license plate (*Wooley v. Maynard*)
    - a school drinking fountain or bathroom (*Brown v. Topeka*)
    - a black arm band (*Tinker v. Des Moines*)

16. Invite district or county court judge to talk to the class or take a field trip to the district or county court to watch a local trial dealing with a Supreme Court decision or constitutional right.

17. Discuss the Supreme Court case *New Jersey v. T.L.O.* to illustrate student rights, search and seizure issues, and the delicate balance between individual freedoms and society's needs.

18. Have students imagine you have taken the entire class to the library to do research on the Constitution. During class one girl screams, "Someone took my wallet!" The only person who could have taken it was in the class.

    In groups, have students answer questions posed to them as if they were each of the following people listed below.
    - the guilty student
    - an innocent girl
    - an innocent boy
    - a girl with a controlled substance on her person
    - a boy with chewing tobacco and cigarettes (illegal in school)
    - the girl who lost the wallet

    Ask the following questions:
    - Should a search of everyone occur? Explain.
    - If a search takes place, who should conduct it? Does it make a difference who conducts the search?

- Decide what you would do if a search of all is conducted.
- Is the Constitution involved in this situation? Explain.

Have groups give answers to all the questions.

Explore these questions with the students: Should law enforcement be allowed to search when/where they want because innocent people have nothing to fear? Wouldn't that cut down on crime? How would the class feel having been subjected to a search that revealed nothing? Ask the innocent girl or boy how they would feel if coincidentally they had similar denominations of money that was in the wallet on them. Would they still feel comfortable with the search? What about the students who possess illegal items? Should they get in trouble for what is discovered on them? What does the Constitution say? Should a search of everyone be conducted immediately? Does the Fourth Amendment apply to students? Do school officials need a warrant? Are they "police"? What would be the most efficient way to solve this? Is that the most just way?

Have students compare the simulation to that of *New Jersey v. T.L.O.* Can they defend being treated differently in a school setting? Invite a school administrator, school lawyer, or American Civil Liberties Union (ACLU) attorney to brainstorm reactions to the simulation.

19. Pose one of the legal issues below and, using the chart in the student book page 83, ask students which court would handle the case. For example

    - A woman is arrested in Washington, D.C. for robbery. (Courts of the District of Columbia)
    - The same woman loses her case in the District of Columbia Court and appeals. (District Court)
    - A woman wants payment for damages done to her barn and fence during army reserve training maneuvers. (United States Claim Courts)

20. Have students research Supreme Court systems in other countries (e.g., Germany, Canada, Australia, Japan, Switzerland, Great Britain, and Russia) and compare them to the United States Supreme Court.

21. Have students report on United States court cases related to issues of privacy. Possible cases for study can be found in Privacy Law in the United States at http://www.rbs2.com/privacy.htm (the site also contains a history of privacy law, modern privacy law, privacy of businesses, privacy of garbage, and invasion of privacy by journalists).

22. Have students research technologies developed for maintaining privacy and security on the Internet. The Electronic Privacy Information Center at http://www.epic.org/privacy/ contains articles and information about privacy issues dealing with the Internet, medical records, school records, the workplace, and in many other areas. For other links to sites specializing in privacy laws try http://dir.yahoo.com/Government/Law/Privacy. The American Civil Liberties Union Web site has an entire section devoted to privacy rights including a Privacy Rights Pocket Card and privacy rights currently being discussed in Congress at http://www.aclu.org/issues/privacy/hmprivacy.html.

23. Have students debate (or write a persuasive essay) on whether one must give up his or her privacy for protection. Have students research court cases to support their view. An annotated revision of the Constitution, which gives access to cases, can be found at http://www.access.gpo.gov/congress/senate/constitution/toc.html.

24. Have students research the leadership and decision-making bodies of another country. How are leaders elected? What is the role of the legislature? How do government processes in this foreign country compare and contrast to the government of the United States? What do they do in the face of misconduct of a leader or in order to remove an official from office?

25. Have students research President Andrew Johnson's impeachment and President Richard Nixon's resignation.

26. Have student take on the perspective of President Richard Nixon or President Andrew Johnson and write a letter to President Bill Clinton offering opinions and advice.

27. Have students research the "high crimes and misdemeanors" clause of the United States Constitution and different analyses of this phrase since it was first penned. (The Constitution can be found online at http://www.Constitution.by.net.

28. Have students debate or write persuasive essays on some of the issues listed below.

    - the responsibilities of the President (or any public figure) as a role model
    - whether or not a President can still be an effective public leader if he participates in what are deemed to be "immoral" private practices

29. Help students become cyber-savvy citizens by using some of the Internet resources listed below.

    - http://www.whitehouse.gov - The official White House site provides a history of the office of the President, an archive of speeches, press releases, and other documents.
    - http://www.house.gov - The official site of the U.S. House of Representatives offers information about legislation in Congress and opportunity to e-mail Representatives.
    - http://www.senate.gov - The U.S. Senate's official site provides information about Senate measures and the opportunity to e-mail Senators.
    - http://www.ecst.csuchico.ed/~rodmur/docs/USConstitution.html - This site provides a link to the U.S. Constitution.
    - http://www.ed.gov/free - The U.S. Department of Education's Federal Resources for Educational Excellence links to learning resources developed by agencies of the federal government.

- http://www.lib.lsu.edu/gov/fedgov.html - The Louisiana State University Libraries provide a comprehensive list of links to federal agencies on the Internet, including executive branch offices, executive agencies, judicial branch, legislative branch, independent establishments and government corporations, and quasi-official agencies (such as Red Cross).

30. Have students conduct mock trials.

31. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. to take a case to a higher court

_____ 2. a suggestion for a new law

_____ 3. two-house legislature

_____ 4. a member of the United States Supreme Court

_____ 5. money

_____ 6. agreement with a foreign country

_____ 7. to charge a President or federal judge with a crime

_____ 8. an act of disloyalty to one's country

A. appeal

B. bicameral

C. bill

D. impeach

E. justice

F. revenue

G. treason

H. treaty

Circle the letter of the correct answer.

9. Who takes over if the President dies in office?

   a. the Vice President
   b. the governor of the largest state
   c. the Chief Justice
   d. none of these

10. Which state has the largest number of representatives in the House of Representatives?

   a. the state closest to Washington, D.C.
   b. all states have the same number
   c. the state with the most people in it
   d. the largest state

11. What is the term of office of a United States Senator?

    a. six years
    b. 12 years
    c. lifelong
    d. none of these

12. Which house of Congress has the power to impeach?

    a. the Supreme Court
    b. the Cabinet
    c. the Senate
    d. the House of Representatives

13. What happens to a bill after it is passed by *both* houses of Congress?

    a. It goes to the President to be signed into law.
    b. It goes to the Supreme Court to decide if it is constitutional.
    c. It goes to the Speaker of the House to be studied.
    d. It becomes a law in 90 days.

14. What can Congress do if the President vetoes a bill?

    a. nothing—the President's word is final
    b. override the veto with a two-thirds vote
    c. appeal to the Supreme Court for help
    d. declare war on a foreign country

15. Which of these is ***not*** a qualification of the President?

    a. 35 years of age
    b. residence in the United States for 14 years
    c. natural-born citizenship
    d. membership in Congress

16. The Constitution says that the President must do which of the following?

    a. enforce laws
    b. inform Congress of the State of the Union
    c. appoint Supreme Court Justices
    d. all of these

17. What is the term of office of a Supreme Court Justice?

    a. six years
    b. 12 years
    c. lifelong
    d. none of these

Match the **main government function** *with the correct* **executive department**. *Write the correct letter on the line provided.*

___	18.	conducts foreign policy	A. Department of Agriculture
___	19.	carries out labor laws	B. Department of Defense
___	20.	protects natural resources	C. Department of the Interior
___	21.	conducts programs to help farmers	D. Department of Labor
___	22.	collects taxes	E. Department of State
___	23.	maintains armed forces	F. Department of Treasury

Number the steps in the correct **order** *they occur when a* **revenue bill** *becomes a* **law**. *Write the number on the line provided.*

______ 24. bill is studied by House committee

______ 25. bill is sent to Senate

______ 26. bill is introduced

______ 27. bill is voted on by full Senate

______ 28. bill is voted on by full House

______ 29. bill is sent to President

______ 30. bill is studied by Senate committee

Keys

Practice (p. 85)

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. False
10. False
11. True
12. True
13. False
14. True
15. True

Practice (p. 86)

1. committee does not approve (either House); full House does not approve (either House); President vetoes or does not sign (and Congress is not in session)
2. Signed into law by President; vetoed; not signed (Congress in session—becomes law); not signed (Congress not in session—bill dies)
3. death; resignation; expulsion
4. Answers will vary.

Practice (pp. 87-89)

Answers will vary.

Practice (p. 90)

Answers will vary.

Practice (p. 91)

1. C
2. I
3. A
4. G
5. H
6. E
7. B
8. D
9. J
10. F

Practice (p. 92)

1. 25th Amendment
2. Presidential Succession Act
3. 5
4. 4
5. 7
6. 6
7. 3
8. 2
9. 1

Practice (p. 93)

1. Constitution or laws
   means
   all
   fair
2. Nine
   Chief Justice
   President
   Senate
   lifelong
3. a. appeals
   b. trials

Practice (p. 94)

Chief Justice William H. Rehnquist
Answers will include the following in any order:

Stephen G. Breyer
Ruth Bader Ginsburg
Anthony M. Kennedy
Sandra Day O'Connor
Antonin Scalia
David H. Souter
John Paul Stevens
Clarence Thomas

(Current Supreme Court Justices as of September, 1999)

Keys

Practice (p. 95)

1. impeach
2. bicameral
3. naturalization
4. Chief Justice
5. Cabinet
6. pocket veto

Practice (p. 96)

1. F
2. E
3. A
4. C
5. H
6. B
7. D
8. G

Practice (p. 97)

1. J
2. L
3. L
4. E
5. E
6. L
7. L
8. J
9. E
10. L
11. L
12. J
13. L
14. E
15. L

Practice (p. 98-99)

Answers will vary.

Practice (p. 100)

Answers will vary.

Unit Assessment (pp. 33-35TG)

1. A
2. C
3. B
4. E
5. F
6. H
7. D
8. G
9. a
10. c
11. a
12. d
13. a
14. b
15. d
16. d
17. c
18. E
19. D
20. C
21. A
22. F
23. B
24. 2
25. 4
26. 1
27. 6
28. 3
29. 7
30. 5

Unit 5: Influencing Government

This unit emphasizes how government is influenced and changed by the support and opposition of individuals and interest groups.

Unit Focus

- characteristics of interest groups, lobbyists, and political action committees
- ways interest groups can influence government

Suggestions for Enrichment

1. Have students send for literature from various interest groups. (Addresses can be found in the *Encyclopedia of Associations* or in the telephone book.) (Caution students and parents that student may be put on mailing lists for related groups without their permission or knowledge. They need to be careful when selecting groups to contact.)

2. Have students write to the editor of the local newspaper using one of the following subjects: a current local issue, a school policy, a government policy.

3. Have students bring in newspaper articles that describe a demonstration, rally, petition, violent resistance, peaceful resistance, or strike.

4. Select a recent political cartoon or one from an earlier time period. Ask students to focus on the details in the cartoon and write 10-15 questions about the cartoon. Write some of the questions on the board and assign groups to answer the questions. Write answers representing class consensus on the board next to the questions. Change questions into declarative statements and ask groups to form the declarative statements into a logical order. Use the series of statements to serve as a source for a writing assignment.

5. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion contrary to their own and present the argument to the class.

6. Ask students to read a news article and list 10 sentences from it. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasonings.

7. Invite a guest speaker from a special interest group to talk to your class about the group's objectives. Have the speaker explain how the group presents its issues to government and if they have met with victory or defeat.

8. Ask students to recall some of the biggest local, national, and world events of the year. Which stories affected them directly, indirectly, or not at all?

9. Present students with the "Value Examination Matrix" on page 41 for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

10. Present students with the "Conflict Clarification Matrix" on page 42 for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the "Assigned Value" in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

Value Examination Matrix for Analyzing Editorials

Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

Conflict Clarification Matrix for Analyzing a Current Issue

Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	

11. Section off an area in the room to post local, national, and world newpapers and magazine articles. Assign groups to bring in articles of importance or interest in particular news categories. Have students report on chosen events. When a major local, national, or world news story breaks, discuss it in class and ask students to find follow-up stories and then summarize events that occurred.

12. Discuss a controversial issue in the news and provide related articles with different viewpoints. On the board, list arguments on both sides of the issue. Draw an imaginary line on the floor, one end representing "for" and the other "against" the issue. Ask students to literally "take a stand" on the line where they feel they belong. (On either end or anywhere in between, depending upon the strength of their beliefs—if all choose one side, play "devil's advocate" and stand on the other side.) When everyone is standing, choose spokespersons and open the floor for debate. At the end, ask students to stand anywhere but in the "undecided" middle position. Have students write their views on the issue in an editorial format based on what has been learned and discussed.

13. Discuss political options in a society (limited, moderate, and radical social change). Discuss the differences between radicals, liberals, conservatives, and reactionaries. Assign groups to answer the following questions as if they were part of one of the four groups.

    - Is there an environmental crisis?
    - How should pesticides be handled?
    - How can the garbage problem be reduced?
    - How should Americans dispose of toxic waste?
    - How serious a problem is water pollution?
    - How can the environment be protected?

    Allow time for groups to discuss and present their answers.

14. Have students use a newspaper article to answer: who, what, why, when, and implications. Then have students rewrite the article from another viewpoint.

15. Have students analyze and critique newspaper coverage and radio/ television coverage of a story by comparison and contrast of content and presentation.

16. Have students create a cartoon on a current news topic involving some aspect of government.

17. Assign a weekly current-event paper or magazine and allow students time to read specified articles and highlight information for a "Class Jeopardy" game. Next, assign each group a specific article and have each group write and answer four questions about the article, and then decide on a price of $100-$400 according to the question's level of difficulty.

    Draw a "Class Jeopardy" board by writing the names of the articles across the top of a grid and $100, $200, $300, $400 going down the side of the grid. Divide the class into two teams (Red and Blue) and have one student from a team select an article and dollar amount. (No one may choose the article worked on in their group.) Read the question and allow a set time for an answer. (Students may use the time to check their highlighted news articles.) If the question is answered correctly, write the dollar amount in the appropriate category box using that team's color. If it is not answered correctly, allow the other team the same amount of time to answer. (Only students who did not design the question for that category may answer.) If neither team answers correctly, the dollar amount goes to the teacher and the teacher fills in the amount for that category with a third color of chalk.

    During the game, a student may challenge an answer, prove the other team's answer wrong with evidence from the article, and have his team awarded that amount. The game continues until all categories have been completed. Money earned for each team is added up to determine a winner.

18. Have students use the Internet to find a local newspaper site and (with teacher guidance) respond to current issues by writing an e-mail message to the editor.

19. Have students use the Internet site http://www.yahoo.com/Government/USGovernment/LegislativeBranch/Senate/Senators to find their state senators' address. Have students compose a letter to a Senator about an issue of concern and make three copies (one for them, one for you, and one to send).

20. Distribute copies of your local newspaper and have students look at its major stories. Ask students which stories would be of interest only to people in their state and which ones to only people in their city. Have students draw an "X" through news stories they think would not have been printed elsewhere and tell how many stories are left. Pick a date at least three to four weeks in advance and have students write to a few newspapers in other cities and request a copy for that date. (Your local library should have a copy of a directory of newspapers in each state. Make a random selection or ask students to choose cities of interest. Do not request Sunday newspapers; mailing cost would be prohibitive for most. This activity may be done using the Internet.)

    When the newspapers arrive, have students display front pages from around the country and compare front-page coverage from city-to-city. Discuss the similarities and differences in the news. Did many newspapers focus on the same national stories? Do the same with editorials and discuss city concerns as expressed in the letters to the editor.

21. Have students search the Internet or local library for your state's hate crime legislation and discuss findings.

22. Have students trace roots of movements and laws protecting specific groups in America. Federal initiatives regarding hate crimes can be found on the Anti-Defamation League Website at http://www.adl.org.

23. Have students search through the Library of Congress's American Memory project, an archive of first-hand accounts of "everyday" people in America, to read stories about Americans who have suffered a variety of prejudices at http://www.loc.gov. Discuss hate crimes in other countries (e.g., the treatment of ethnic Albanians in Kosovo and women in Afghanistan).

24. Have students research and debate sentences given to prisoners in the United States (such as rehabilitation, life imprisonment, hard labor, parole, capital punishment), what methods seem to have the lowest recidivism rate, and why. Have students research punishments used for crimes in other countries, as well as the historic use of public humiliation as a tactic used in punishing crimes.

25. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a committee formed by an interest group to raise money for political campaigns

______ 2. the power to affect a decision

______ 3. a group of people who share common beliefs and try to influence government decisions regarding those beliefs

______ 4. a person who works for an interest group

A. influence

B. interest group

C. lobbyist

D. political action committee

Answer the following using short answers.

5. What are three strategies a lobbyist might use? ________________

____

____

____

____

6. What are the names of two interest groups? ________________

____

____

____

7. What is the major complaint about political action committees (PACS)?

____

____

____

____

____

____

____

____

____

____

Match the **focus** *with the correct type of* **interest group**. *Write the letter on the line provided.*

______ 8. represents members of a particular race or nationality

______ 9. represents members in a specialized field of employment

______ 10. concerned with pollution, endangered animals, etc.

______ 11. concerned with product safety

______ 12. focuses on one area of concern

A. consumer

B. environmental

C. ethnic

D. issue-oriented

E. professional

Keys

Practice (p. 109)

Ethnic
NAACP
National Association of Italian Americans

Professional
American Medical Association
National Education Association

Issue-Oriented
MADD
Right to Life

Labor
United Mine Workers
American Postal Workers Union

Environmental
Friends of the Earth
National Wildlife Federation

Practice (p. 110)

Answers will vary.

Practice (p. 111)

1. H
2. D
3. G
4. C
5. A
6. F
7. B
8. E

Practice (p. 112)

Correct answers will be determined by the teacher.

Practice (pp. 113-114)

Correct answers will be determined by the teacher

Unit Assessment (pp. 47-48TG)

1. D
2. A
3. B
4. C
5. Answers will vary but may include the following: providing information to legislators; staging rallies or demonstrations; campaigning; organizing letter-writing campaigns; and developing TV and radio ads.
6. Answers will vary.
7. too much control over candidate
8. C
9. E
10. B
11. A
12. D

Unit 6: Civil Rights

This unit emphasizes the relationship between majority rule and individual rights as it is reflected in our legal and governmental systems and as it changes through the interpretation of the Constitution.

Unit Focus

- individual rights protected by the Constitution
- how individual rights may be limited by the majority
- federal laws that have had an impact on civil rights
- Supreme Court cases which have affected civil rights

Suggestions for Enrichment

1. Have students debate the "Taking a Stand" section on page 125 in the student book.
2. Have students discuss *Plessy v. Ferguson* and *Brown v. Topeka Board of Education* to show how the Supreme Court can reverse its decisions.
3. Have students research additional cases affecting civil rights such as *Abbington v. Schemp, Escobar v. Illinois,* and *Roe v. Wade.* Have students discuss the importance of each of these cases.
4. Have students discuss current events in the community that affect civil rights.
5. To demonstrate limits to freedom of speech, role-play a situation where speech is limited. (Use discretion in using this activity with your classes.) Prior to this role-play activity, arrange with a student to call out a chosen expletive at a prearranged cue, such as, "Now get out your books." When the student calls out the expletive on cue, reprimand him or her and threaten with removal from class. The role-playing student will respond with another pre-arranged expletive. Then both of you will leave the classroom. It is important to leave for a few minutes so that your students can think about

what has just occurred. Re-enter the room and say, "Let's talk about freedom of speech." This activity also lends itself well to discussion of limits such as those on obscenity, defamation, and fighting words, or time, manner, and place restrictions.

6. Discuss the First Amendment right of freedom of religion. What does freedom of religion mean? What is meant by separation of church and state?

7. Assign student groups one of five major religions represented in the United States (Judaism, Christianity, Islam, Hinduism, and Buddhism). Have groups research and compile information to include cultural information, history, and the fundamental beliefs of that religion. Have groups discuss their findings with the class. Then have groups discuss similarities and differences.

8. Set up a panel discussion to address the following issues: What is the difference in teaching religious beliefs and studying history? Should public schools be allowed to teach religious beliefs? Why do we have separation of church and state? Should we have prayer in our schools? Can a government make you believe in God or not allow you to go to a house of worship?

9. Have students write about a situation they have been in where they still feel that they need to have their religious freedom (or any other freedom) protected.

10. Conduct a mock trial related to a civil rights issue. Contact an attorney for various forms to use or contact:

    National Institute for Citizen Education in the Law
    24 E. Street N.W. Suite 400
    Washington, DC 20001
    (202)662-9620

    For information or case materials designed especially for mock trials contact:

    Social Studies School Service
    10200 Jefferson Blvd.
    Culver City, CA 90232

11. Ask students to list the rights guaranteed by the first 10 amendments of the Constitution. Assign student groups these three headings: Rights in School, Rights at Home, and Rights in Public. Have students list 10 rights under each heading such as playing a certain kind of music, gathering a large groups of friends, praying at home, etc. Next to each, ask students to write the number of the amendment that corresponds to the right listed. Have students add one more right from an amendment not used in one of the headings and then present lists to the class. Discuss which ones may be limited by law.

12. Have students find and analyze three newspaper articles demonstrating current use of the Bill of Rights.

13. Discuss the first 10 amendments and then assign groups to reorganize the 27 amendments back to 10. Students may delete, combine, or introduce new amendments. Allow each group to introduce their proposal. Hold informal debates and discussions over various proposals. As a large group, vote on which amendments to keep.

14. Provide students with a copy of the United States Constitution. Have students use magazines and/or newspapers to find five pictures each that illustrate a part of the Constitution. For example, a picture of the President could be used as one of the five pictures for Article 2 Section 1 Clause 1 and labeled H2S1C1 with a brief explanation, which in this case would be "Chief Executive." Each picture must depict a different part of the Constitution and no two pictures should represent the same thing.

15. Discuss the purposes of government listed in the Preamble

    - form a more perfect union
    - establish justice
    - ensure domestic tranquility
    - provide for the common defense
    - promote general welfare
    - secure the blessings of liberty

Assign each student group a purpose of government listed in the Preamble and have students list specific provisions of government in the Constitution which grant the government power to fulfill these purposes. Ask each group to select a spokesperson to explain their list to the class.

16. Have students list 15 ways in which government has a personal impact or influence on them. Identify which are the result of national, state, and/or local government.

17. Have students write a paragraph on the topic, "Governmental Power—Too Little or Too Much?"

18. Discuss the questions below concerning murders committed by children in our country.
    - How old do you think a child should be to be held accountable for his or her actions?
    - What would happen if children were not punished for crimes they committed?
    - Should all crimes committed by children, no matter the magnitude or severity, be handled in adult courts?
    - Do a child's actions reflect the view and values of the society in which he or she lives? Do they reflect the child's culture? Do they reflect the child's home?
    - How and where does a child learn morals?
    - How do courts determine different sentences for similar crimes? Should all children who kill be subject to the same punishment? Is this fair?
    - Should parents be held accountable for crimes committed by their children?

19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. fair and equal treatment by the court system

______ 2. personal rights guaranteed to all individuals

______ 3. the idea that the side with the most votes holds the power to make decisions

______ 4. written request submitted to government officials

______ 5. trying a person twice for the same crime

A. civil rights

B. double jeopardy

C. due process of law

D. majority rule

E. petition

Circle the letter of the correct answer.

6. What did the *Miranda v. Arizona* case establish?
    a. that a person accused of a crime must be given a search warrant
    b. that a person accused of a crime must be given a lawyer
    c. that a person accused of a crime must be notified of their rights
    d. none of the above

7. Which of these is ***not*** a freedom guaranteed by the First Amendment?
    a. freedom of press
    b. freedom of religion
    c. freedom to assemble
    d. freedom to bear arms

8. How does the Supreme Court help protect civil rights?

   a. by reviewing cases from lower courts that concern civil rights
   b. by adding new amendments to the United States Constitution
   c. by making police officers carry badges with their name and police number on them
   d. all of the above

9. In the case of *Brown v. Topeka Board of Education*, what did the Supreme Court decide?

   a. Students have the right to a fair trial
   b. Students cannot be taught subjects that go against their religion.
   c. Teachers have a right to sue a state school board.
   d. Students cannot be sent to a separate school because of their race.

10. What subject do the 15th, 19th, and 26th Amendments have in commons?

   a. property rights
   b. drinking rights
   c. voting rights
   d. trial rights

Keys

Practice (p. 126)

1. due process of law
2. separation of church and state
3. separate but equal doctrine
4. majority rule
5. affirmative action, reverse discrimination
6. double jeopardy

Practice (p. 127)

1. E
2. A
3. B
4. D
5. C
6. Answers will vary.

Practice (p. 128)

1. assembly
2. press
3. religions
4. petition
5. speech
6. Answers will vary.

Practice (p. 129)

1. explanation of double jeopardy
2. explanation of search warrant
3. explanation of cruel and unusual punishment
4. explanation of "Fifth" (not testifying against yourself)

Practice (p. 130)

1. D
2. E
3. G
4. B
5. F
6. A
7. C
8. H

Practice (p. 131)

1. D
2. A
3. C
4. H
5. E
6. F
7. G
8. B

Practice (pp. 132-133)

Answers will vary.

Practice (p. 134)

1. minority
2. slander
3. civil rights
4. bail
5. petition
6. libel
7. search warrant
8. quotas

Unit Assessment (pp. 55-56TG)

1. C
2. A
3. D
4. E
5. B
6. c
7. d
8. a
9. d
10. c

Unit 7: Government Transformation: The 1920s and 1930s

This unit emphasizes the Roaring Twenties and the Great Depression of the 1930s.

Unit Focus

- social transformations that took place in the 1920s and 1930s
- principle political and economic factors that led to the Great Depression
- legacy of the Depression in American society
- how cultural and technological characteristics can link or divide regions
- how personal, political, and economic rights reinforce each other
- how government taxes, policies, and programs affect individuals, groups, businesses, and regions

Suggestions for Enrichment

1. Have the students select one of the topics below and present an oral report in which they explain its significance.

   music, dance, and entertainment
   the Harlem Renaissance
   the automobile
   prohibition, speakeasies, and bootlegging
   women's suffrage
   racial tensions and labor strikes

2. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and how these factors affected the economy leading to the Depression.

3. Have students write a research paper about the impact of the Great Depression on the state of Florida.

4. Have students write an essay describing how the Depression may have affected a family in a specific part of the United States and how specific government policies designed to counteract the effects of the Depression impacted this family.

5. Ask students to reflect on the events of the late 1920s and early 1930s and whether they think public confidence is important to the health of the economy.

6. Have students compare what happened to city dwellers and to farmers during the Great Depression.

7. Have students create a graphic organizer and list at least three different groups of people and the effects the Great Depression had on them. For example: American women, African Americans, Mexican Americans, Native Americans, unionized workers, and urban Americans.

8. Have students create a graphic organizer to show how the Dust Bowl affected the entire country.

9. Ask students to research what President Herbert Hoover said and did in response to the Depression. Have students list the responses on a cluster diagram and then put a plus by the most helpful response and a minus by the least helpful.

10. Have students create an illustration or political cartoon that depicts an aspect of life that was radically changed by the 1929 Stock Market Crash with a caption that expresses the change.

11. Have students create a collage representing life during the Great Depression.

12. Have students research and compare how liberals and conservative critics differed in their opposition to the New Deal.

13. Ask students to research and list in a two-column chart the problems Franklin D. Roosevelt confronted as President and how he tried to solve them. Ask students to write a paragraph to explain which they felt was most critical and why.

14. Discuss why the Social Security Act might be considered the most important achievement of the New Deal. Discuss today's issues concerning social security and ask students to collect and summarize current news articles about the topic.

15. Discuss the purpose movies and radio programs served during the Great Depression.

16. Ask students to create a four-column chart to list three important movie stars, radio performers, painters, and writers from the 1930s and then tell what contributions each group made.

17. Have students find the written lyrics to a song from the 1930s and analyze how the song relates to events or personalities during that time period.

18. Discuss what significant progress women have made toward equality from the 1930s to now.

19. Discuss what federal programs instituted in the 1930s, and later discontinued, might be of use to the nation today.

20. Have students examine diaries and read first-hand experiences about the Great Depression at http://ipad.mcsc.k12.in.us/mhs/social/madedo/.

21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. the growth of cities

______ 2. National Association for the Advancement of Colored People

______ 3. the region of midwestern dust storms

______ 4. provided aid to retires

______ 5. freethinking young women of the 1920s

______ 6. October 29, 1929

______ 7. the place where shares of businesses (stocks) are bought and sold

______ 8. a severe decline of the economy (1929-1941)

______ 9. alleviated the problems of the Great Depression

______ 10. a flowering of African-American artistic creativity during the 1920s

A. Black Tuesday

B. Dust Bowl

C. flappers

D. Great Depression

E. Harlem Renaissance

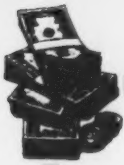
F. NAACP

G. New Deal

H. Social Security Act

I. stock market

J. urbanization



Circle the letter of the correct answer.

11. The Harlem Renaissance took place in ____________.

    a. Chicago
    b. Boston
    c. New York City

12. The Stock Market Crash occurred in ____________.

    a. 1928
    b. 1929
    c. 1930

13. The New Deal was created by ____________.

    a. Franklin D. Roosevelt
    b. Herbert Hoover
    c. Harry S Truman

14. The 18th Amendment resulted in ____________.

    a. an increase in jobs
    b. homelessness
    c. prohibition

15. Many people were able to afford expensive goods like cars because of ____________.

    a. FDRs government program
    b. installment plans
    c. the Social Security Act

16. Many farmers moved to ____________ when a drought destroyed their farms. The area affected became known as the Dust Bowl.

    a. Florida
    b. Oklahoma
    c. California

17. During prohibition, alcoholic beverages were sold and consumed at ____________.

    a. speakeasies
    b. bootleggers
    c. bars

Answer the following using short answers.

18. Between 1922 and 1929 to where did people begin to move?

19. What catastrophic economic event led to the Great Depression?

20. What Democratic President helped ease the hardship of the Great Depression for Americans with the New Deal?

Keys

Practice (pp. 145-146)

1. speakeasies
2. Bootleggers
3. Dow Jones Industrial Average
4. Social Security Act
5. New Deal
6. Prohibition
7. NAACP
8. installment plan
9. credit

Practice (p. 147)

1. the cities
2. People made a profit and sold their stocks. People lost money and went bankrupt if they could not sell their stocks.
3. short skirts; bright and colorful dresses; and waistless dresses
4. They were treated badly. Often there were race riots.
5. stock market crash
6. Dust Bowl
7. Franklin D. Roosevelt

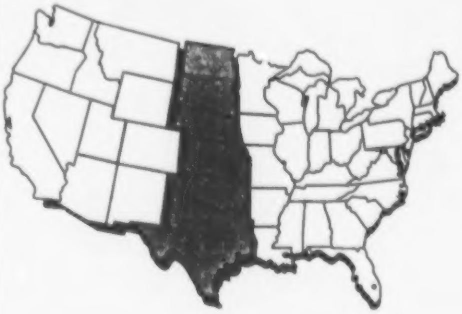
Practice (p. 148)

1. True
2. True
3. False
4. False
5. True

Practice (p. 149)

1. B
2. C
3. A
4. D

Practice (p. 150)



Correct answers will include the following in any order: North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas.

Practice (p. 151)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Practice (pp. 152-153)

1. Answers will vary but may include the following:

Pros	Cons
decrease of crime, wife and child abuse, and accidents on the job	led to speakeasies and bootleggers
more money to spend on food and clothing	led to organized crime
less health problems and alcoholism	supplied criminals with a new source of enormous income

2. Answers will vary.
3. Answers will vary.

Keys

Practice (p. 154)

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Practice (p. 155)

Causes
- availability of easy credit
- old and decaying factory equipment
- stock market speculations
- farm crisis
- uneven distribution of income

Effects
- factory closures causing unemployment
- widespread bank failures
- decrease in worldwide trade
- stock market crash
- widespread hunger and illness

Practice (p. 156)

1. urbanization
2. Great Depression
3. flapper
4. stock market; Black Tuesday
5. Dust Bowl
6. Harlem Renaissance
7. Franklin D. Roosevelt

Unit Assessment (pp. 63-65TG)

1. J
2. F
3. B
4. H
5. C
6. A
7. I
8. D
9. G
10. E
11. c
12. b
13. a
14. c
15. b
16. c
17. a
18. to cities
19. the Stock Market Crash
20. Franklin D. Roosevelt

Unit 8: Domestic Policy and Foreign Affairs

This unit emphasizes major domestic and foreign policy problems facing our nation.

Unit Focus

- areas of domestic policy concern
- areas of foreign policy concern
- duties of the legislative and executive branches regarding foreign policy

Suggestions for Enrichment

1. Discuss current events related to foreign policy.
2. Have students individually or in groups research the other branches and agencies.
3. Have students select and examine a major political, military, or economic event that has occurred since the 1950s.
4. Have students examine and explain major domestic and foreign issues during the administrations of the first presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida.
5. Ask students if they believe the United States could follow a policy of isolationism at the present and ask them to support their answer.
6. Have students write a letter to George Washington or James Monroe explaining why the policy of avoiding "entangling alliances" is not possible today.

7. Have students choose one of the events listed below as a topic for a mock debate in which they discuss the effectiveness of United States foreign policy since World War II.

    - the origins of both foreign and domestic consequences of the Cold War
    - the collapse of communism and the end of the Cold War
    - the Korean War
    - the Vietnam War
    - Desert Storm

8. Ask students if they believe world peace is ever possible and have them support their answer.

9. Have students discuss the foreign policy activities of the President.

10. Have students determine through research which countries the United States does not recognize at the present time and if the United States follows a consistent policy in granting or withholding recognition.

11. Have students create newspaper headlines summarizing the foreign policy powers of Congress. For example: *Senate Rejects Arms Treaty*.

12. Have students read how other countries' newspapers and magazines present our current national issues. Ecola offers online links to English-speaking newspapers and magazines at http://www.ecola.com.

13. Have students research various organizations and agencies of the UN at http://www.un.org/geninfo/.

14. Discuss the problems associated with applying United States laws to a hypothetical "moon colony." Discuss how the moon colonists would compare to the early American colonists. Discuss potential problems and suggestions for solutions.

15. Present students with the following decision-making matrix to analyze a teacher-generated "decision question" with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows.

    3 = very important
    2 = somewhat important
    1 = not very important

    Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows.

    3 = totally
    2 = somewhat
    1 = a little
    0 = not at all

    Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.

Sample

Decision-Making Matrix

Decision Question: Who would be the best national leader if the entire world were at peace?

Criteria	Alternatives		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3) **Criteria Weight =**	alternative weight x criteria weight = quality points _ x _ = _	_ x _ = _	_ x _ = _
charismatic leader (rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
knowledge of cultures (rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
knowledge of international finances (rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
Total of Quality Points	______	______	______

Criteria Weight

Ranking system:

3 = very important
2 = somewhat important
1 = not very important

Alternative Weight

The degree to which each alternative possesses each criteria:

3 = totally
2 = somewhat
1 = a little
0 = not at all

Decision-Making Matrix

Decision Question:

Criteria	**Alternatives**		
(rank or weight from 1-3) **Criteria Weight =**	alternative weight x criteria weight = quality points _ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
Total of Quality Points	______	______	______

Criteria Weight

- Ranking system:

3 = very important
2 = somewhat important
1 = not very important

Alternative Weight

The degree to which each alternative possesses each criteria:

3 = totally
2 = somewhat
1 = a little
0 = not at all

16. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. basic rights of all individuals

_____ 2. goods sold to other countries

_____ 3. having to do with other countries

_____ 4. trade restrictions

_____ 5. agreement between two countries to help each other

_____ 6. economic system of the United States

_____ 7. goods bought from other countries

_____ 8. world peace-keeping organization

_____ 9. occurring within a country

_____ 10. value of imports equals value of exports

A. alliance

B. balance of trade

C. capitalism

D. domestic

E. economic sanctions

F. exports

G. foreign

H. human rights

I. imports

J. United Nations

Circle the letter of the correct answer.

11. Which of the following is ***not*** a foreign policy issue?

    a. human rights
    b. Social Security
    c. balance of trade
    d. peace treaties

12. Which of these does Congress ***not*** have the power to do?
    - a. approve or reject appointments of ambassadors
    - b. approve or reject treaties
    - c. prepare the budget
    - d. declare war

13. Which of these is a domestic concern?
    - a. trade with Cuba
    - b. war in Lebanon
    - c. automobile safety
    - d. the United Nations

14. Which of these is ***not*** one of the long-range goals of United States foreign policy?
    - a. provide a more perfect union
    - b. aid the development of foreign countries
    - c. promote American economic interests
    - d. maintain peace in the world

15. Which of these can help maintain peace?
    - a. alliances
    - b. membership in the United Nations
    - c. military deterrence
    - d. all of these

16. Which of the following is ***not*** a way in which the United States gives foreign aid?
    - a. sharing ideas
    - b. increasing amount of exports
    - c. providing technical assistance
    - d. financial aid

17. Which of the following is ***not*** a basic human right?
    - a. right to a capitalist economy
    - b. right to participate in government
    - c. freedom from hunger
    - d. right to humane treatment

Answer the following using complete sentences.

18. What domestic policy issue is of greatest concern to you? Why?

19. What foreign policy issue is of greatest concern to you? Why?

20. How did foreign policy change in the United States after World War II?

Keys

Practice (p. 171)

Answers will vary.

Practice (p. 172)

Foreign Policy

President	**Congress**
command military	approve budget
sign executive agreements	approve treaties
	declare war
prepare the budget	

Domestic Policy

President	**Congress**
enforce laws	pass bills (laws)
appoint cabinet offices	approve appointments

Practice (p. 173)

1. neutrality
2. nationalism
3. imperialism
4. United Nations
5. isolationism
6. economic system

Practice (p. 174)

1. F
2. F
3. F or D
4. D
5. D
6. D
7. F
8. F

Practice (pp. 175-176)

1. French Revolution
2. Monroe Doctrine
3. imperialism
4. World War II
5. Korea
6. Cold War
7. Vietnam

Practice (p. 177)

1. Capitalism
2. deterrent
3. imports
4. exports
5. domestic
6. foreign
7. mediator
8. United Nations

Practice (p. 178)

1. Security Council
2. sanctions
3. alliance
4. human rights
5. balance of power
6. General Assembly
7. balance of trade

Unit Assessment (pp. 75-78TG)

1. H
2. F
3. G
4. E
5. A
6. C
7. I
8. J
9. D
10. B
11. b
12. c
13. c
14. a
15. d
16. b
17. a
18. Answers will vary.
19. Answers will vary.
20. United States became more aggressive and active in world events.

Unit 9: The Politics of a Democracy

This unit emphasizes the relationship between the American political system and the American way of life (social, economic, and religious ideals).

Unit Focus

- two major political parties and their traditional values and beliefs
- description of a political platform
- impact of third parties in American politics
- description of the election process
- definition of electoral college

Suggestions for Enrichment

1. Stage a mock presidential election. Assign half of the students to be Democrats and half to be Republicans. Hold debates over selected topics and then have students vote.
2. Have students create a map of the United States that shows the electoral votes of each state.
3. Have students write a letter, send a fax, or send an e-mail message to one of their representatives and express their views about an issue of personal concern.
4. Have students evaluate the extent to which popular media influences political campaigns.
5. Have students analyze three basic persuasive techniques or appeals (i.e., tradition, rhetoric, and reason) used by political candidates during televised debates. In groups, have students focus on examples they found of the four types and present their findings to the class.

6. Invite local campaign managers for candidates to represent their candidate's views in a debate.

7. Have students list local, state, and national issues of concern, focusing on such issues as the environment, natural resources, pollution, education, health care, child care, elderly care, and social security.

8. Encourage all 18-year-olds and 17-year-olds that will be 18 within the voting year to register to vote.

9. Have the class organize the student body for voter registration by making posters encouraging students to register to vote.

10. Have students read campaign literature on candidates and submit questions of concern.

11. Use a "jigsaw" technique where each group is responsible for learning about one or more items from a voter's pamphlet (e.g., candidates, state initiatives, local issues), then ask students from each group to give an oral presentation to the class.

12. Provide students with unlabeled summaries of the Republican and Democratic party platforms. (See next page for addresses to obtain party platforms.) Ask students to make a check by the position with which they most agree. Based on this survey, place students into two groups and ask them to compare views looking for areas of consensus.

    Explain to students that when political platforms are written there is usually a great deal of debate, dissension, and compromise required to agree on a final document and sometimes individuals find it necessary to break away and start their own party. Have students view examples of actual party platforms (minus names) to prepare a final draft of their own platform. Have them name their new party and defend the party's platform in a presentation with a question/debate to follow.

    Return the first Democratic and Republican platform summaries and ask students if their choice of parties would still be the same. Identify the two parties and have students write a paper comparing their views on current issues with those of the two major parties.

To write for party platforms:

Republican Party
310 First St., S.E.
Washington, DC 20003

Democratic Party
430 Capitol St., S.E.
Washington, DC 20003

American Party of the U.S.
P.O. Box 597
Provo, UT 84604

Communist Party U.S.A.
235 West 23rd St.
New York, NY 10001

Socialist Party U.S.A.
516 W. 25th St.
New York, NY 10001

Libertarian National Committee
301 W. 21st St.
Houston, TX 77008

Prohibition National Committee
P.O. Box 2635
Denver, CO 80201

Americans for Democratic Action
815 13th St. N.W.
Washington, DC 20005

The Federalist (Hamiltonian) and Democratic-Republicans (Jeffersonian) platforms can also be used to give students a greater understanding of the foundations of the two major political parties in our country.

13. Discuss the role played by experts in a presidential campaign and the importance they have in aiding the presidential candidate in a bid for victory.

14. Discuss the philosophy of how polls are constructed (random selection, selection process), how polls may be inaccurate (people lie, interview techniques, questionnaires, sample selection, probability sample), and how polls may be used (determination of political climate, candidate identification, voter priorities and expectations, and issue identification).

15. Ask students to predict election results using their knowledge of the issues and then monitor and compare their predictions.

16. Have students compare and contrast two political leaders and identify their political philosophies using Vote-Smart on the Internet: http://www.vote-smart.org/ and teacher-directed instruction.

17. Discuss reasons people do not vote and whether these reasons are valid. Have students suggest what can be done to encourage voter participation.

18. Debate the pros and cons of having an Electoral College to elect the President.

19. Discuss how Internet voting might encourage people to vote, why people might hesitate to vote online, how Internet voting might further skew election results, and what some privacy issues of concern with voting on the Internet might be.

20. Have students research the history of different political parties and present their findings to the class.

21. Have students investigate changes in the voting process over the past 220 years. Have students research presidential elections and find the text of historical speeches given by candidates and examine how Americans would view these candidates today.

22. Have students research election laws, political parties, and governments in other countries.

23. Have students search the Internet for information about specific candidates, political parties, and special interest groups.

24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a person running for elected office

_____ 2. a group of people who share some beliefs about how our government should be run

_____ 3. delegates who elect the President based on the results of general state elections

_____ 4. a list of things a party believes in

_____ 5. person who wants change or reform

_____ 6. person who does not want change

_____ 7. an election to pick the candidates of each political party

_____ 8. to run for an elected office

_____ 9. an election held after a primary election to make the final choice of a party's candidate

_____ 10. the two main American parties

A. campaign

B. candidate

C. conservative

D. Democrats and Republicans

E. Electoral College

F. liberal

G. platform

H. political party

I. primary election

J. runoff

Circle the letter of the correct answer.

11. What are the two main political parties in the United States?

    a. Political and Social
    b. Liberal and Conservative
    c. Republican and Democratic
    d. Communist and Socialist

12. Which of these is a function of political parties?

    a. to provide a choice of candidates
    b. to form pressure groups
    c. to change American values
    d. to limit the spread of nuclear weapons

13. If no candidate wins a majority in a primary election what happens?

    a. The other party gets to fill the office.
    b. The campaign goes back to the basics.
    c. There is a runoff election.
    d. There is a vacant office.

14. What is the party's position on each issue called?

    a. campaign
    b. party platform
    c. candidate's choice
    d. primary election

15. About what percentage of Americans vote in presidential elections?

    a. 10
    b. 50
    c. 85
    d. 100

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

_________ 16. In a closed primary, only Republicans can vote in a Republican primary election.

_________ 17. Political parties do not try to inform the voters about what they believe.

_________ 18. Primary elections are held to decide who the party's candidate will be in the general election.

_________ 19. Americans tend to vote for the party that makes the most promises.

_________ 20. More Americans vote in presidential election years than in nonpresidential election years.

Keys

Practice (p. 189)

1. R
2. R
3. D
4. R
5. D
6. D
7. R
8. D

Practice (pp. 190-191)

Answers will vary.

Practice (p. 192)

1. 1984
2. 1990
3. presidential election years
4. Answers will vary.

Practice (p. 193)

1. G
2. F
3. J
4. B
5. C
6. A
7. I
8. H
9. L
10. E
11. D
12. K

Practice (p. 194)

1. general election
2. candidate
3. platform
4. primary
5. decentralizing
6. political party
7. campaign
8. runoff
9. open primary
10. third party
11. closed primary
12. independent

Unit Assessment (pp. 85-87TG)

1. B
2. H
3. E
4. G
5. F
6. C
7. I
8. A
9. J
10. D
11. c
12. a
13. c
14. b
15. b
16. True
17. False
18. True
19. False
20. True

Unit 10: Personal Involvement

This unit emphasizes the importance of participating in community service, civic improvement activities, and political activities.

Unit Focus

- responsibilities of local government
- common forms of local government
- definition of citizenship
- description of the naturalization process
- responsibilities of a United States citizen
- benefits of participating in civic activities

Suggestions for Enrichment

1. Discuss the type of local government in your community.
2. Have a local government representative come to the class to discuss local issues and the decision-making process.
3. Have students write a letter to a local or state official about an important issue that concerns them.
4. Have the students research Florida government and present their findings to the class.
5. In groups have students discuss why they think local government is necessary and what it does for a community. Have the class brainstorm ways people can have the greatest influence on local government.

6. Have students find articles from the local newspapers on actions of the local government that impacts the community. Have students explain how the action in each article may affect them and/or impact their community.
7. Ask students what kind of advice they would give to a new mayor in their city with respect to the war on drugs.
8. Ask students to attend a city or county council or commission meeting and take notes on the procedure.
9. Ask students to attend a school board meeting and list of the major issues discussed.
10. Have students find newspaper articles that give examples of local government services. Have students summarize the articles, identifying the service, agency, or unit of government providing the service, recipients of the service, and any controversy about the service.
11. Have students research the topics below.
    - the founding fathers of their city and at least one contribution of each to the local community
    - five people who influenced the development of their city and county
    - five economic activities that have contributed to the growth of their city, county, or state, both past and present, and give examples of how at least two have changed the area
12. Ask students to read, discuss, and then communicate the content of the Gettysburg Address (or any other historical document or address to the nation) without using any words, written or oral.
13. Have students brainstorm a list of places to volunteer to help their community and the benefits that could result.
14. Have students read editorials about a national issue in your local newspaper and compare how editorials reflect local sentiments and politics.

15. Have students participate in a personal-opinion exercise. Mark each corner of the room with a poster stating one of the following: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Make a statement about an issue and ask student to move to the corner of the room that best fits her or her response. Before moving on to another statement, one student in each corner must explain his or her viewpoint.

16. Have students create a Venn diagram of their opinions of an issue. Have one circle labeled "Strongly Agree," one circle labeled "Strongly Disagree," and the overlapping area labeled "Undecided." Make statements about issues on the topic and ask students to write the statements on their diagrams. A class diagram can be created and percentages or fractions can be calculated based on responses.

17. Have students create an editorial cartoon an issue or people in the news.

18. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. form of local government run by hired and elected officials

______ 2. voters to whom an elected official is responsible

______ 3. citizen of another country living in the United States

______ 4. one-house legislature

______ 5. form of government with two branches of elected officials

A. alien

B. constituency

C. council-manager

D. mayor-council

E. unicameral

Circle the letter of the correct answer.

6. A citizen can get informed by doing what?
   a. voting
   b. reading and watching the news
   c. volunteering
   d. signing a petition

7. What is the process of becoming a citizen for foreign-born residents called?
   a. alienation
   b. allegiance
   c. naturalization
   d. swearing in

8. Good citizenship involves which of the following?
   a. being informed
   b. being interested
   c. being involved
   d. all of the above

Answer the following using complete sentences.

9. What are two concerns of local government? ________________

Keys

Practice (p. 205)

1.-6. Answers will vary

Practice (p. 206)

1. C
2. B
3. A

4.-11. Correct answers will be determined by the teacher.

Practice (pp. 207)

1.-6. Answers will vary but may include the following: ideas such as attend school, pay taxes, obey laws, serve in the Armed Forces, appear in court, get involved, be informed, register to vote, contact government officials, and volunteer.

Practice (p. 208)

1. 1885
2. four years
3. 120
4. 40
5. four years
6. two years
7. 23
8. 25

Practice (p. 209)

1. G
2. E
3. J
4. H
5. F
6. I
7. C
8. B
9. D
10. A

Unit Assessment (pp. 95-96TG)

1. C
2. B
3. A
4. E
5. D
6. b
7. c
8. d
9. Answers will vary.

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an "expert" on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading "What We Know" all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, "What We Want to Know." As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

"What I Think"
"What I Learned"
"How My Thinking Has Changed"

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

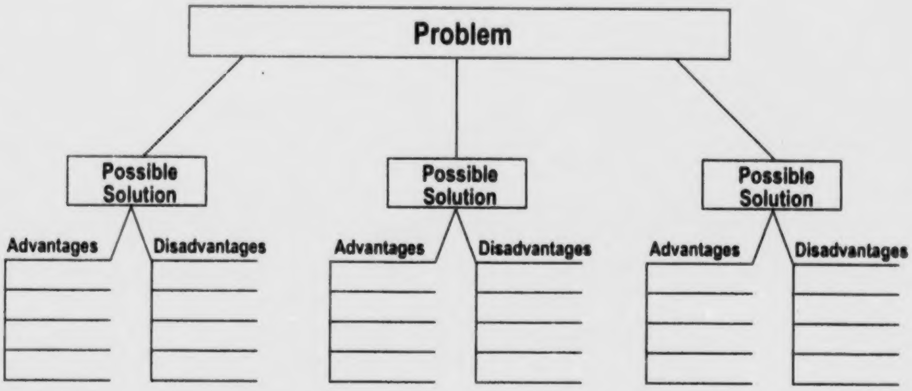
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

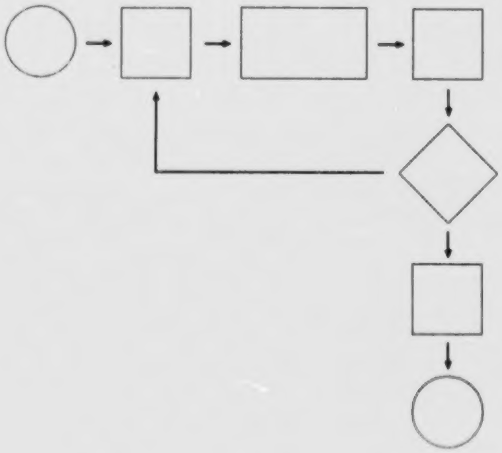
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.


Problem
Possible Solution
Advantages
Disadvantages
Possible Solution
Advantages
Disadvantages
Possible Solution
Advantages
Disadvantages

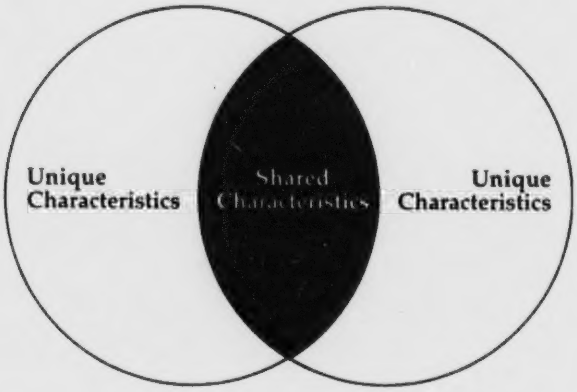
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



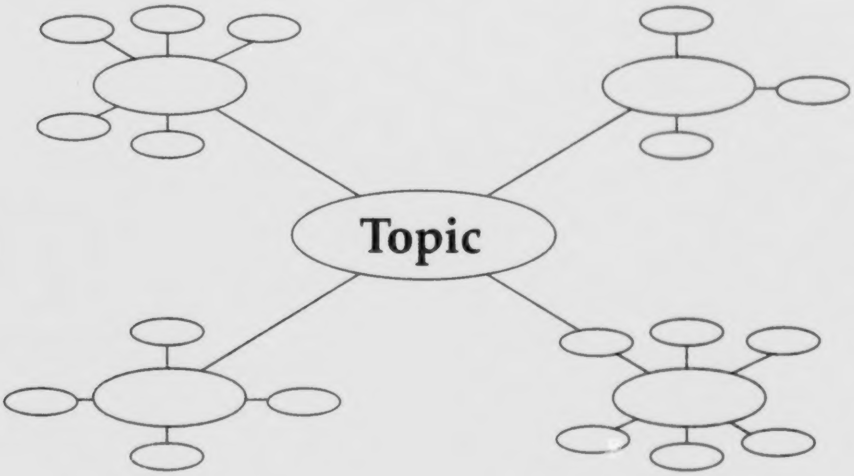
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.


Unique Characteristics
Shared Characteristics
Unique Characteristics

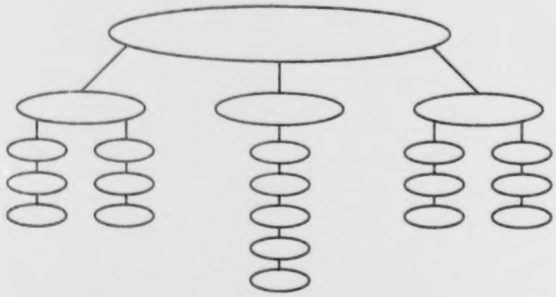
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students' learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Performances

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Media Presentations

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American Government.

Time, Continuity, and Change

1. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)

2. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)

3. Have small groups of students select one of the topics listed below from Athens' classical period to research and have them present written and oral reports with visual aids and supporting quantitative data. (SS.A.2.4.4.a)

    - Greek mythology
    - significance of citizenship
    - contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architects, scientists, and mathematicians

4. Have students analyze and discuss the spread of Hellenistic culture by Alexander the Great. (SS.A.2.4.4.b)

5. Have students take one side in a discussion on whether the method for granting Roman citizenship was a key to the Roman military domination of the Mediterranean basin and Western Europe or ultimately contributed to Rome's downfall. (SS.A.2.4.5.a)

6. Have students present an analysis of the impact of Pax Romana on the economic, social, and political systems and how it affected the origins, traditions, customs, beliefs, and spread of Christianity and Judaism. (SS.A.2.4.5.b)

7. Have small groups of students select, analyze, and present a written and oral report to the class on Roman contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law. (SS.A.2.4.5.c)

8. Have students evaluate and discuss the reasons for the decline and fall of the Roman Empire. (SS.A.2.4.5.d)

9. Have students prepare a plan for a museum exhibit featuring a significant leader or event since the Renaissance (leaders such as Louis XIV, Peter the Great, or Frederick the Great; events such as the Glorious Revolution or the French Revolution). Have students construct a well-rounded exhibit by including the opinions and accounts of a variety of different people who knew the leader or who were involved in the event (for example, peasants, sans culottes, urban laborers, clergy, and nobility in the French Revolution). Then have the students describe how the exhibit presents these perspectives for the museum visitor. (SS.A.3.4.6.a)

10. Have small groups of students select between Hobbes, Locke, Montesquieu, or Rousseau to discuss which of those philosophers' most significant ideas are reflected in a major social and political document of the 18th century (such as the Declaration of Independence, the United States Constitution, or the Declaration of the Rights of Man and the Citizen). (SS.A.3.4.6.b)

11. Have students select a major political, military, or economic event since the 1950s (such as the development of atomic power, the rise of Germany and Japan as economic powers, revolutionary movements, or the independence of various African and Asian countries) and research its impact on international relations. (SS.A.3.4.10.a)

12. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states' rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)

13. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)

14. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland.* (SS.A.4.4.5.c)

15. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)

16. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)

17. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)

    - music, dance, and entertainment
    - Harlem Renaissance
    - automobile, prohibition, speakeasies, and bootlegging
    - women's suffrage
    - racial tensions and labor strife
    - urban and rural electrification

18. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)

19. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)

20. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g., in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)

21. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)

    - rise and aggression of totalitarian regimes in Germany, Italy, and Japan
    - role of the Soviet Union
    - appeasement, isolationism, and the war debates in Europe and the United States
    - impact of mobilization for war at home and abroad
    - major battles, military turning points, and key strategic decisions
    - Holocaust and its impact
    - reshaping of the role of the United States in world affairs

22. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify criteria upon which to base the argument, gather supporting information from a variety of sources, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)

23. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)

24. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)

    - origins of both foreign and domestic consequences of the Cold War
    - communist containment policies in Europe, Latin America, and Asia
    - strategic and economic factors in Middle East Policies
    - political and economic relationships with South Africa and other African nations
    - collapse of communism and the end of the Cold War

25. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)

26. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)

27. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)

28. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)

29. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

People, Places, and Environments

1. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)

2. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)

3. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)

4. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world, and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)

Government and the Citizen

1. Have students select examples of constitutional democracies and totalitarian regimes and discuss in small groups their similarities and differences. (SS.C.1.4.1.a)

2. Have students write about a writer whose ideas influenced the creation of limited government in the United States. (SS.C.1.4.2.a)

3. Have students participate in a mock debate in which one half of the class argues for the benefits of a Federalist system of political organization and the other half argues against. (SS.C.1.4.3.a)

4. Have students determine which features of the Constitution best address the following concerns: responsive government, protection of individual rights, and the promotion of the common good. (SS.C.1.4.3.b)

5. Have students outline the development of political parties in the United States and evaluate their role in resolving or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)

6. Have students evaluate the extent to which popular media influences, and are influenced by, the political system. (SS.C.1.4.4.b)

7. Have students compare their political viewpoints on national, state, and local issues with those of the majority at each level and with peers, and develop a rationale for the support of those views. (SS.C.2.4.1.a)

8. Have students determine how they can affect the political decision-making process, and recognize and apply the rules of resolving conflicts in a pluralistic society. (SS.C.2.4.2.b)

9. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)

10. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)

11. Have small groups of students create charts that explain the distinctions between citizens and noncitizens (e.g., rights, responsibilities). (SS.C.2.4.4.a)

12. Have students write an essay explaining all the ways that a particular personal, political, or economic right is secured (e.g., the right to be secure against unreasonable searches and seizures). (SS.C.2.4.5.a)

13. Have students construct support for or against the notion that poverty, unemployment, and urban decay limit both political and economic rights. (SS.C.2.4.6.a)

14. Have students write a letter, send a fax, or send an e-mail message to one of their representatives and express their views about an issue of personal concern. (SS.C.2.4.7.a)

Production, Distribution and Consumption

Using the following scale: A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative, have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government cuts off tobacco to another country
- federal government loosens restrictions on illegal alien workers

Have the students explain their reasoning for the rating and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Allow student to take frequent breaks for relaxation and small talk, if needed.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Remember that student may need to leave class to attend the ESE support lab.

Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion.

Ask questions that will help student focus on important information.

Highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

Motivational Strategies

Encourage student to ask for assistance when needed.
Be aware of possibly frustrating situations.
Reinforce appropriate participation in your class.
Use nonverbal communication to reinforce appropriate behavior.
Ignore nondisruptive inappropriate behavior as much as possible.
Allow physical movement (distributing materials, running errands, etc.).
Develop and maintain a regular school-to-home communication system.
Encourage development and sharing of special interests.
Capitalize on student's strengths.
Provide opportunities for success in a supportive atmosphere.
Assign student to leadership roles in class or assignments.
Assign student a peer tutor or support person.
Assign student an adult volunteer or mentor.
Additional accommodations may be needed.

Presentation Strategies

Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
Communicate orally and visually, and repeat as needed.
Provide copies of teacher's notes or student's notes (preferably before class starts).
Accept concrete answers; provide abstractions that student can handle.
Stress auditory, visual, and kinesthetic modes of presentation.
Recap or summarize the main points of the lecture.
Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
Stand near the student when presenting information.
Cue student regularly by asking questions, giving time to think, then calling student's name.
Minimize requiring the student to read aloud in class.
Use memory devices (mnemonic aids) to help student remember facts and concepts.
Allow student to tape the class.
Additional accommodations may be needed.

Curriculum Strategies

Help provide supplementary materials that student can read.
Provide *Parallel Alternative Strategies for Students* (*PASS*) materials.
Provide partial outlines of chapters, study guides, and testing outlines.
Provide opportunities for extra drill before tests.
Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
Provide alternative assignments that do not always require writing.
Supply student with samples of work expected.
Emphasize high-quality work (which involves proofreading and rewriting), not speed.
Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
Encourage the use of graph paper to align numbers.
Specifically acknowledge correct responses on written and verbal class work.
Allow student to have sample or practice test.
Provide all possible test items to study and then student or teacher selects specific test items.
Provide extra assignment and test time.
Accept some homework papers dictated by the student and recorded by someone else.
Modify length of outside reading.
Provide study skills training and learning strategies.
Offer extra study time with student on specific days and times.
Allow study buddies to check spelling.
Allow use of technology to correct spelling.
Allow access to computers for in-class writing assignments.
Allow student to have someone edit papers.
Allow student to use fact sheets, tables, or charts.
Tell student in advance what questions will be asked.
Color code steps in a problem.
Provide list of steps that will help organize information and facilitate recall.
Assist in accessing taped texts.
Reduce the reading level of assignments.
Provide opportunity for student to repeat assignment directions and due dates.
Additional accommodations may be needed.

Testing Strategies

Allow extended time for tests in the classroom and/or in the ESE support lab.

Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).

Allow open book and open note tests in the classroom and/or ESE support lab.

Allow student to take tests in the ESE support lab for help with reading and directions.

Allow student to take tests in the ESE support lab with time provided to study.

Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.

Allow student to take tests orally in the ESE support lab.

Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.

Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).

Provide enlarged copies of the answer sheets.

Allow copy of tests to be written upon and later have someone transcribe the answers.

Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.

Allow use of technology to check spelling.

Provide alternate test formats for spelling and vocabulary tests.

Highlight operation signs, directions, etc.

Allow students to tape-record answers to essay questions.

Use more objective items (fewer essay responses).

Give frequent short quizzes, not long exams.

Additional accommodations may be needed.

Evaluation Criteria Strategies

Student is on an individualized grading system.

Student is on a pass or fail system.

Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).

Student will have flexible time limits to extend completion of assignments or testing into next period.

Additional accommodations may be needed.

Correlation to Sunshine State Standards

Course Requirements for American Government
Course Number 2106310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

1. Compare the structure and functions of government at all levels: national, state (Florida), county, and municipal.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.1	Understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).	1, 2	
SS.C.1.4.2	Understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy and the concept of popular sovereignty).	1, 2	
SS.C.1.4.3	Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	1, 2, 3	

2. Analyze the basic principles of political organization embodied in the Constitution of the United States and the State Constitution of Florida.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.3	Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	1, 3	

3. Compare the decision-making process at all levels of the three branches of government.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.1.4.3	Understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).	3, 4	

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Correlation to Sunshine State Standards

Course Requirements for American Government

Course Number 2106310

4. Examine the influence of individuals and interest groups in the governmental decision-making process.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.7	Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	6	
SS.C.1.4.4	Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	5, 9	

5. Trace the evolution of the relationship between majority rule and individual rights.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.4	Understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.	2	
SS.A.2.4.5	Understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.	2	
SS.A.3.4.6	Understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.	2	
SS.C.2.4.5	Understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.	1, 4	

Correlation to Sunshine State Standards

Course Requirements for American Government

Course Number 2106310

6. Analyze the effectiveness of our federal system of government in addressing domestic and foreign problems.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.3.4.10	Understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.	6	
SS.A.4.4.5	Understands the significant political events that took place during the early national period.	8	
SS.A.5.4.3	Understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	8	
SS.A.5.4.5	Knows the origins and effects of the involvement of the United States in World War II.	8	
SS.A.5.4.6	Understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.	8	
SS.A.5.4.7	Understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	6	
SS.A.5.4.8	Knows significant political events and issues that have shaped domestic policy decisions in contemporary America.	7, 8	

7. Examine the relationship between American political traditions and the American way of life (i.e., social, economic, and religious ideals).

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.4	Understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	7	
SS.B.1.4.4	Understands how cultural and technological characteristics can link or divide regions.	6, 7	
SS.C.2.4.6	Understands the argument that personal, political, and economic rights reinforce each other.	9, 10	
SS.D.2.4.3	Understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	7	

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Correlation to Sunshine State Standards

Course Requirements for American Government

Course Number 2106310

8. Demonstrate understanding of the importance of participation in community service and political activities.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.C.2.4.1	Develop and define his or her own political beliefs and tendencies.	9	
SS.C.2.4.2	Assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.	9, 10	
SS.C.2.4.3	Understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	10	
SS.C.2.4.4	Understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.	10	
SS.C.2.4.7	Knows the points at which citizens can monitor or influence the process of public policy formation.	9	

9. Examine career opportunities and requirements in government service.

10. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.3	Evaluates conflicting sources and materials in the interpretation of a historical event or episode.	2, 3, 4, 5, 7	
SS.A.1.4.4	Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
SS.B.1.4.3	Uses mental maps of physical and human features of the world to answer complex geographic questions.	7	

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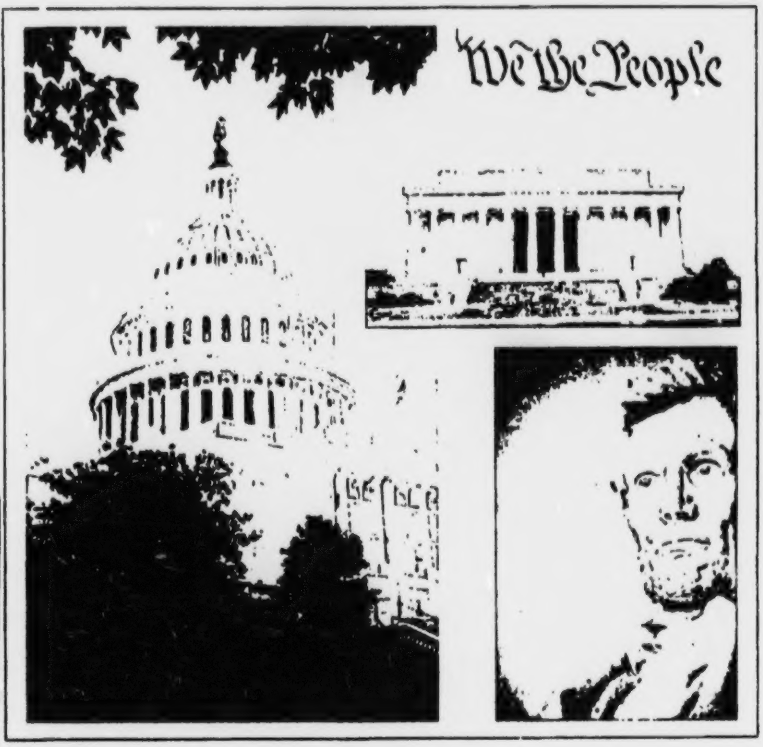
American Government

Course No. 2106310



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Unit 1: Structure and Function of Government

This unit emphasizes the structure and function of government at three levels—local, state, and national.

Unit Focus

- definition of government
- purposes of government
- levels of government
- functions of each level of government
- major events and documents leading to the establishment of the United States government

Vocabulary

Study the vocabulary words and definitions below.

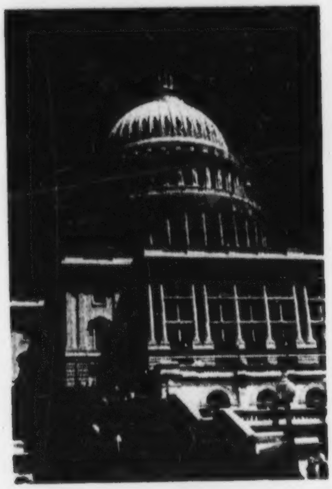
amendment	change made to the Constitution
anarchy	absence of government
Articles of Confederation	the first written plan of government for the United States
Bill of Rights	the first 10 amendments to the Constitution
Constitution	the written plan of government for the United States (U.S.) which explains the powers and duties of the government
Constitutional Convention	the meeting at which the United States Constitution was written
Declaration of Independence	the document that lists the reasons Americans wanted to be free of English rule
democracy	system of government in which power comes from the people
global involvement	the public policy of taking an active part in world affairs

government	the political organization through which public policy is made and enforced
isolationism	the principle or policy of avoiding political alliances and economic relationships with other countries
laws	written rules of behavior that can be enforced by a government
popular sovereignty	rule by the people
Preamble	the beginning of the Constitution
public policy	a plan or position that the government decides to follow on a certain issue
republic	type of government in which people choose their leaders through regular elections
Revolutionary War	the war between England and the American colonies

Structure and Function of Government

Every nation or country in the world has some method of organization within that nation. All nations have some way of making **laws** or rules of behavior, and the people who live in those nations have to obey the laws. Each nation also has some way of making sure that all people who live there follow the laws. The **Constitution** is the written plan of government for the United States. (See Appendix A.)

Government Defined



The laws are made and enforced through **government**. Government is defined as the political organization through which laws and public policy are made and enforced. Let's look at that definition in two parts.

Political Organization

First of all, a government is a political organization. This political organization consists of all of the people who decide how the country should operate. In the United States, all people have the opportunity to be a part of this political organization because the system of government in the United States is a type of **democracy** called a **republic**. In a republic, the people choose who will govern the country through regular elections and, therefore, have the final power.

Public Policy

The second part of the definition of government states that a government makes and enforces **public policy**. Public policies are the plans that governments decide to follow. Government decisions are then based on public policies.

For example, if the people want the government to follow a policy to help older people get medical care, then the government makes decisions that will help older people get the medical care they need. People may also want the government to follow a policy to clean up polluted rivers. The government then makes decisions that will help clean up polluted rivers.

Because people's wishes may change over time, so may public policy change. At some points in our history, citizens have wanted the United States to keep to itself and not become involved in the problems of other countries. At these times the country has adopted a public policy of **isolationism** and stayed out of active involvement in the affairs of other countries. At other times during history, Americans have asked the government to become involved in world affairs, and the government has responded by adopting a policy of **global involvement**. These shifts in public policy will be further discussed in "Unit 8: Foreign Affairs and Domestic Policy."

Purposes of Government

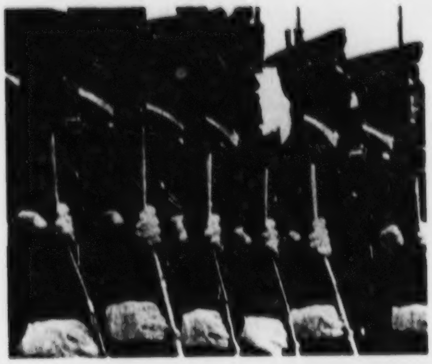
Why do we need a government? We need a government for many reasons. In a nation where many people live—and life is complicated—a government is needed to do things for the people they can't do by themselves. Three of the essential purposes of government are listed below.

Three Purposes of Government

- Maintain Order
- Provide National Security
- Provide Services

Maintain Order

The first purpose of government is to maintain order within a nation. If everyone were allowed to do as he or she pleased, with no restrictions, no one would feel safe. The government attempts to insure that people live and work together peacefully. This is accomplished by making and enforcing laws.



Provide National Security

A second purpose of government is to provide national security. This means that our government has to make sure that no other nation takes over our nation. This is done primarily through the efforts of the United States military.

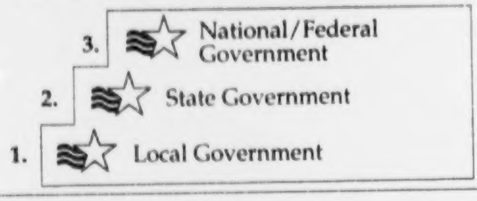
Provide Services

The third purpose of government is to provide services for its citizens. Generally, these are services—such as roads, schools, parks, or police departments—that would be too expensive for any one person to purchase. Governments provide these services to all citizens in order to help make sure that the people are educated, have a clean environment, and are generally safe from harm.

Levels of Government and Their Functions

In our country, there are three different levels of government. Try to picture these levels as steps. The lowest step is the *local* level of government. One step higher is the *state* level of government. The top step is the *national* (or federal) level of government.

Three Levels of Government



Each of these levels of government is responsible for serving the people who live in the area under its control. There is, however, a lot of overlap among the three levels. For example, funding for schools may come from the national, state, and local governments.

Local Government

Local governments serve all people living in a county, city, town, or township. There are thousands of local governments across the country. Local governments have the power to manage their own affairs as long as they do not violate federal or state laws.

State Government

There are 50 different states in the United States. Each has its own constitution which sets up the plan for state government. The government of each state serves all of the people living within its borders. State governments also pass laws, but none of these laws may conflict with federal laws.

National Government/Federal Government

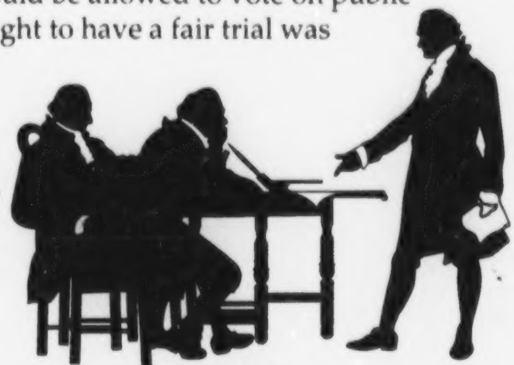
The national government is the highest level of government. It serves all of the people living in the United States. Its laws, which are called federal laws, must be obeyed by everyone living within the country. The United Stares Constitution sets up the plan for the national level of government.

Important Events in United States History

There are many important events in the history of the United States that led to the kind of government that we have today.

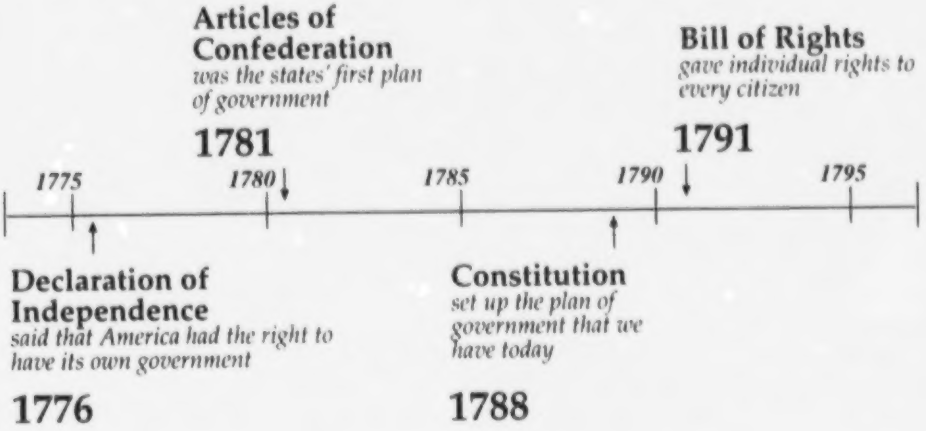
Beginning around 1600, English settlers began to set up colonies in the New World. Eventually, 13 colonies were formed. The English settlers brought with them some ideas about government that were important to them. The belief that the people should be allowed to vote on public policies was one central idea. The right to have a fair trial was another central idea.

The works of John Locke helped spread ideas of democracy in England and eventually to the New World. He wrote a book called *Two Treatises on Government*. He wrote that people should choose their

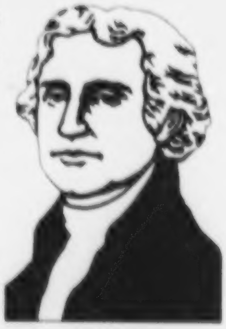


rulers. He also wrote that people have the right to make laws for themselves. Locke reasoned that all people were born free, equal, and independent. People possessed natural rights to life, liberty, and property before governments were formed. When people formed governments, they did so to protect their natural rights. Locke argued that if a government failed to protect these natural rights, the people could change that government. The people had the right to protect their rights. This idea is known as **popular sovereignty** and means rule by the people. All of the ideas about natural rights were in the hearts and minds of the people who established the colonies in the New World.

Before long, the English king and the government of England began to make decisions that hurt the people in the American colonies in many ways. Colonists were forced to pay taxes to England even though they were given no voice in how England governed the colonies. Colonists who did not pay the taxes were denied trial by jury. The colonists began to feel that they should have a government of their own to set policies and make decisions that would help instead of hurt them.


Articles of Confederation
was the states' first plan of government
1781
Bill of Rights
gave individual rights to every citizen
1791
1775
1780
1785
1790
1795
Declaration of Independence
said that America had the right to have its own government
1776
Constitution
set up the plan of government that we have today
1788

In 1776 Thomas Jefferson, leading member of a five-man committee, developed a statement to be sent to England, explaining the feelings of the colonists. This statement became known as the **Declaration of Independence**. (See Appendix B.) The document stated the reasons the 13 colonies wanted to become a new nation. The document also said that the people of America had the right to form their own government because the English government had taken away basic rights to which the colonists believed all citizens were entitled.



Thomas Jefferson

The government of England did not agree with the Declaration of Independence. Similarly not all Americans were in favor of breaking away from England and forming an independent nation. The **Revolutionary War** then began between the new government of America and the government of England. America defeated England, and the United States of America was formed. Even before England surrendered, some people in the new nation—the United States of America—wrote a plan in 1776 for government called the **Articles of Confederation**. (See Appendix C.) The Articles of Confederation were ratified in 1781. A limited national government was established under the Articles of Confederation. However, the states remained independent but cooperated with each other. While there was no President under this plan, a Congress was formed with delegates from all states. Each state had one vote, no matter how large or small. Though Congress was given some power under the Articles of Confederation, that power was severely limited. For example, while Congress could declare war, it could not maintain an army. Congress also had no power to tax its citizens or regulate trade.

Under this system, states operated almost as small, independent nations. Each state printed its own money, established it own taxes, and—in some cases—formed its own armies. It soon became obvious that the plan established under the Articles of Confederation was not going to work. While the states had wanted to keep their power, many of them did not have enough money to meet their needs, and many began to worry that they were not strong enough to protect themselves. Many people were afraid of **anarchy**, the absence of government.

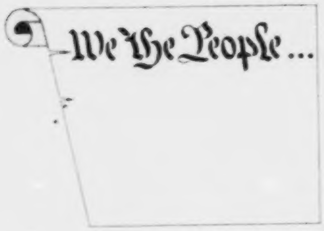
Finally, a meeting of the states' leaders was held in Philadelphia to find ways to revise the Articles of Confederation to solve the problems which were occurring. The meeting became known as the **Constitutional Convention**.

In 1787 when the convention began, the states' leaders decided that the Articles of Confederation caused too many problems that could not be resolved. A new plan of government would have to be written—one that would work better. The result of this meeting was the Constitution of the United States. Before Americans would accept the Constitution, 10 changes called **amendments**, had to be made. These 10 amendments were called the **Bill of Rights** (see Appendix D) and are still part of the Constitution today. (See "Unit 6: Civil Rights.")

Since 1791, 17 other changes have been made in the Constitution, making a total of 27. But, basically, it is the same plan of government that we use today—over 200 years later!

The Preamble to the Constitution

The Constitution of the United States is a plan of government that was written over 200 years ago. It is important that every person living in the United States knows and understands the ideas in the Constitution.


We The People...

The people who wrote our Constitution understood the reason that a nation needs a strong government. The introduction, or **Preamble**, to the Constitution tells us the purpose of our government in just one sentence.

> *We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

When we look closely at this very important sentence, we get a clear understanding of what it means.

"We the People of the United States" tells us and the world that the government of our nation belongs to the people and is run by the people.

"...to form a more perfect Union" means that our government under the Constitution will unite the states into a better nation.

"...establish Justice" means that the government will pass laws and set up courts to make sure all people are treated fairly.

"...insure domestic Tranquility" means the government will keep the country itself orderly and peaceful.

"...provide for the common defense" means that the government will keep other nations from taking over our country.

"...promote the general Welfare" means that the government will see to it that the citizens of our country enjoy good fortune, health, and happiness as much as possible. The government is supposed to do things that will benefit everyone, not just a few people.

"...secure the Blessings of Liberty to ourselves and our Posterity" means that the government will make sure that we, our children, and all future generations will have freedom.

"...ordain and establish this Constitution for the United States of America" means that we agree that the Constitution of the United States will be the plan of government for our nation.

These words form the Preamble to the Constitution of the United States and make it very clear to everyone that our government has a *purpose* and some goals to reach.

Practice

Use the list below to complete the following statements.

amendments
democracy
elections
government
isolationism
laws
local
Preamble
public policy
state

1. The opening statement of the Constitution is called the __________________ .

2. A __________________ is a system of government in which power comes from the people.

3. A government may choose to stay out of the affairs of other countries. This policy is called __________________ .

4. Changes to the Constitution are called __________________ .

5. Written rules of behavior are called __________________ .

6. The __________________ makes and enforces public policy.

7. The lowest level of government is __________________ .

8. A __________________ may not pass a law which conflicts with federal law.

9. Government decisions are based on __________________ .

10. In a republic, leaders are chosen through __________________ .

Practice

Use the list below to complete the following statements.

Articles of Confederation
Bill of Rights
Constitutional Convention
Declaration of Independence
global involvement
public policy
Revolutionary War

1. Americans fought the ____________________ in order to gain their freedom from England.

2. At different periods in history, our government has decided to follow a ____________________ of isolationism.

3. Our first plan of government, the ____________________ did not work out well.

4. The ____________________ was called so a new set of rules for the United States could be written.

5. The ____________________ says that the people of America had the right to form their own nation.

6. The first 10 amendments to the Constitution are known as the ____________________ .

7. The policy of active involvement in world affairs is ____________________ .

Practice

Answer the following using short answers.

1. What is one example of how our government maintains order?

____

____

2. How does our government provide national security? __________

____

____

____

3. What is one example of services our government provides?

____

____

4. What are the three levels of government? __________________

____

____

5. What was the message of the Declaration of Independence? _____

____

____

____

____

6. What are two reasons the Articles of Confederation did not work?

7. What famous author believed in natural rights? ______________

8. What are those natural rights? ______________________

9. What was the second plan for the United States government?

10. How many changes have been made to the constitution since 1791?

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Practice

Number these **events** *in the correct* **order** *that they happened. Write the number on the line provided.*

__________ 1. The Bill of Rights was added to the Constitution of the United States.

__________ 2. The Declaration of Independence was written.

__________ 3. The Revolutionary War began.

__________ 4. The Constitution of the United States was written.

__________ 5. The English government made laws that hurt the people in the American colonies.

__________ 6. The Constitutional Convention was called.

__________ 7. England set up 13 colonies in America.

__________ 8. The Articles of Confederation was used as the plan of government.

Practice

Use the list below to complete the following statements.

27
amendments
constitution
democracy
government
isolationism
Thomas Jefferson
laws
political organization
Preamble
republic

1. Before Americans would accept the Constitution, 10 changes called ________________ were made.

2. In the United States, all people have the opportunity to be a part of the political organization because the system of government in the United States is a type of ________________ called a(n) ________________ .

3. All nations have some way of making ________________ or rules of behavior.

4. A ________________ is a plan for government.

5. A government is a ________________ .

6. At some points in our history, citizens have wanted the United States to keep to itself and not become involved in the problems of other countries. This is called ________________ .

7. The introduction or ________________ to the Constitution tells us the purpose of our government in just one sentence.

8. ____________________ is defined as the political organization through which public policy is made and enforced.

9. The author of the Declaration of Independence was ____________________ .

10. The total number of amendments to the Constitution (including the Bill of Rights) is ____________________ .

Practice

Match the phrase from the **Preamble of the Constitution** *with the correct* **explanation**. *Write the letter on the line provided.*

______ 1. "…to form a more perfect Union"

______ 2. "We the People of the United States"

______ 3. "…provide for the common defense"

______ 4. "…establish Justice"

______ 5. "…insure domestic Tranquility"

______ 6. "…promote the general Welfare"

______ 7. "…secure the Blessings of Liberty to ourselves and our Posterity"

A. the government of our nation belongs to the people and is run by the people

B. to keep peace within our nation

C. to unite the states into a better place

D. to keep other nations form taking over our country

E. to make sure our children and future generations will have freedom

F. to pass laws and set up courts to see that people are treated fairly

G. to see that citizens enjoy as much good fortune, health, and happiness fortune as possible

Practice

Write each phrase of the **Preamble of the Constitution** *in your own words on the lines provided.*

1. *We the People of the United States:* ______________________________

   ____

2. *...in Order to form a more perfect Union:* ______________________

   ____

   ____

3. *...establish Justice, insure domestic Tranquility:* ______________

   ____

4. *...provide for the common defense:* ______________________________

   ____

   ____

5. *...promote the general Welfare:* ______________________________

   ____

6. *...and secure the Blessings of Liberty to ourselves and our Posterity:*

   ____

   ____

7. *...do ordain and establish this Constitution for the United States of America:*

   ____

   ____

Practice

Use the answers to the Practice on page 21 to write a **Preamble** *for the class.*

Unit 2: Foundations of American Government

This unit emphasizes the basics of a constitutional government and the foundations upon which it is based.

Unit Focus

- contributions of ancient Greece
- contributions of ancient Rome
- definition of an absolute monarchy
- description of the Glorious Revolution
- history and effects of the French Revolution

Vocabulary

Study the vocabulary words and definitions below.

absolute monarchy	kings and queens have total and complete power
ancient Greeks	a group of people who lived in Greece from 2000 B.C.–323 B.C. and created a direct democracy
ancient Romans	a group of people who lived in Rome about 700 B.C. who conquered much of the ancient world and created a republic
checks and balances	each of the three branches of government is given the means to check or limit the actions of the other branches
Congress	lawmaking body of United States government (House and Senate)
dictator	a ruler who has total power
direct democracy	all citizens participate directly in making decisions
divine right of kings	the belief that a king's or queen's decisions are inspired by God
executive branch	the body of government that carries out the laws

French Revolution	(1789–1791) the French peasants and working class rebelled against absolute monarchy and the aristocracy
Glorious Revolution	a peaceful revolution in England that ended the age of absolute monarchies
judicial branch	the body of government that interprets laws (the courts)
legislative branch	the body of government that makes the laws
Louis XIV	absolute ruler of France from 1643-1715
Magna Carta	England's constitution
monarch	a king or queen
Montesquieu	French philosopher who was the first to speak about the separation of powers; he wrote *On the Spirit of Laws* (full name: **Charles de Secondat, Baron de Montesquieu**)
nations	people who have the same laws and leaders
Parliament	national lawmaking body of England
patriots	American men and women who wanted freedom during the American Revolution

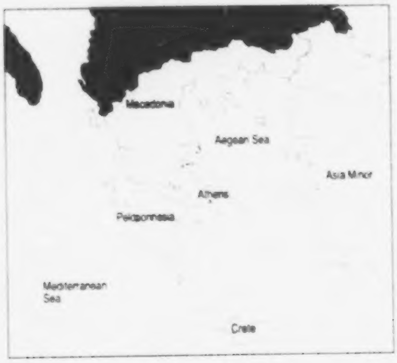
representative democracy	a system in which the people elect candidates to public offices to vote on government decisions
Rousseau	French philosopher who believed that the main duty of government should be to maintain as much freedom as possible for people in a civilized society; he wrote the *Social Contract* (full name: **Jean-Jacques Rousseau**)
Senate (Roman)	elected members of Roman government who proposed laws
separation of powers	division of government for the purposes of checks and balances so that no one branch becomes too powerful
Voltaire	French philosopher who wrote about freedom of thought and religion; he wrote *Candide,* poking fun at the French monarchy (real name: **Francois-Marie Aroucet**)
George Washington	led the American army during the American Revolution and later became the first President of the United States

Foundations of American Government

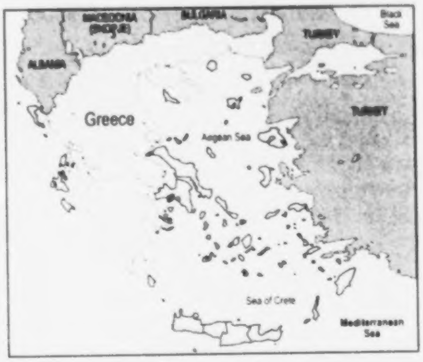
Democracy is a word with which most of us are familiar. Where did this word come from? What does it mean? The word democracy comes from the Greek word *demos* meaning "the people" and *kratia* meaning "rule." Therefore, democracy literally means the people rule. Between 750 B.C. and 500 B.C., Greeks developed different forms of government. In about 450 B.C., the **ancient Greeks** invented the word to describe their system of government. Our government today is founded upon earlier types of governments.

Government of Ancient Greece

From 2000 B.C. to 323 B.C., ancient Greece was not a united country as it is today but a collection of lands and islands where Greek-speaking people lived. Compare the two maps below. The one on the left shows where Greece is located today. The map on the right shows the territories of ancient Greece.


Macedonia
Aegean Sea
Asia Minor
Athens
Peloponnesia
Mediterranean Sea
Crete

ancient Greece


MACEDONIA
BULGARIA
Black Sea
TURKEY
ALBANIA
Greece
Aegean Sea
TURKEY
Sea of Crete
Mediterranean Sea

Greece today

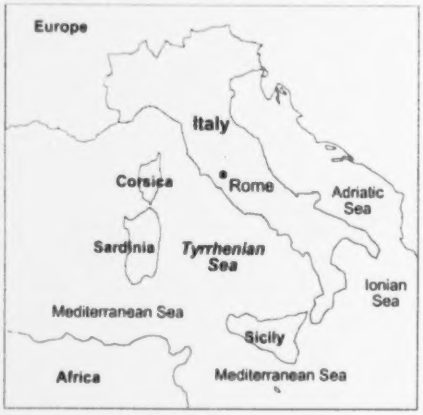
The early Greeks established the *polis*. A polis is a Greek city-state and its surrounding countryside. (This is the root of such words as police, politics, and politician.) Athens is probably the most famous polis. This is because the citizens of Athens established a **direct democracy**. This meant all citizens participated directly in making decisions.

For instance, the decision to build a new road wasn't decided by a few members of the city council. Each citizen of Athens voted on whether or not they needed a new road. In contrast, present-day democratic **nations** such as the United States are **representative democracies**. This means we elect people to public offices to represent us and vote on government decisions. Therefore, the citizens of the United States do not vote on issues such as road construction. Can you imagine how many times people would have to go and vote every time someone wanted to build a new road? It would be impossible today! There are far too many decisions and people.

The ancient Greeks had a purer form of democracy, but it was not flawless. For example, in order to be a citizen in Athens, both of your parents had to be citizens. Women were granted citizenship, but they were not allowed to vote or hold office. Slaves were not permitted to vote because they were not citizens. Despite all of these problems, the creation of a democratic government was revolutionary. The idea that citizens could have a voice in government was completely new. Although in time the Greeks were conquered, their culture spread to distant lands. Their ideas about democracy became part of Western civilization, the heritage of ideas that spread to Europe and America. This is why ancient Greece is a part of our culture today.

Government of Ancient Rome

The **ancient Romans** were some of the greatest conquered much of the ancient world. The Romans ruled much of the ancient world for over 900 years and built a great empire during the years of 1000 B.C. to 27 B.C. in the country that is now called Italy. Italy is a country in Europe near Greece. About the year 700 B.C., the city of Rome was built in Italy, and the people of Rome were called Romans.



Italy

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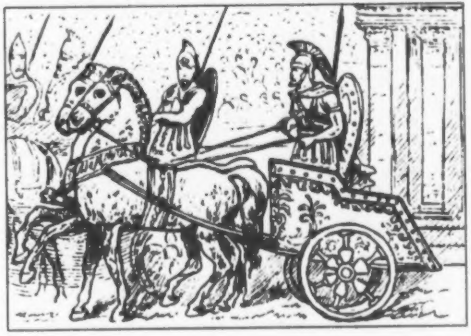
The Romans did not want a king or a queen for a ruler. Around 509 B.C., Rome became a *republic*, a form of government in which voters elect their leaders. Sound familiar? That's right! The system of government in the United States is a type of democracy called a republic. The people choose who will govern the United States through regular elections.

The Roman republic was not a democracy. Rich people had much more power than poor people did. The poor were not allowed to hold a political office. Only citizens were allowed to vote. As in Greece, most Romans were not citizens. After many years, some laws were changed, and poor Romans gained some power. They were allowed to help make laws, but the rich people still held most of the power.

Roman citizens elected men to make their laws and run their government. Three hundred men were elected representatives and made up what was called the **Senate (Roman)**. In the United States, we also have a Senate. The Senate is the upper House of **Congress** or of a state legislature. We elect senators to make and change laws. "Justice for all!" was an idea that came from the Senate. Many of our ideas about laws and courts came from the Romans.

In time, the Roman republic grew into an empire. The Roman Empire lasted from 27 B.C., when Augustus Caesar became Rome's first emperor, until the 4th and 5th centuries, when it collapsed. Rome tried to control the entire Mediterranean world with a government designed for a small city-state. The empire grew too fast and became too large for the kind of governmental organization the Romans had set up. Many people who study history think we can learn a great deal from the fall of Rome. It is important to learn from the mistakes of ancient civilizations, so we do not follow in their footsteps.



Roman war chariot

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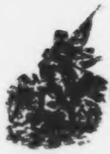


Age of Monarchy in Europe

Another word for a king or queen is **monarch**. During the 1600s, Spain, France, and England had each become unified into nations. Nations are made up of people who have the same laws and leaders. Our nation is the United States. The leader of our country is the President of the United States. During the 1600s, the rulers of Spain and France were monarchs—kings and queens. This system of government is called an **absolute monarchy**. This meant the kings and queens ruled with absolute power. In an absolute monarchy, the ruler determines policy without consulting either the people or their representatives.

France

One such ruler from 1643-1715 was the King of France, **Louis XIV**. Louis believed in the **divine right of kings**, meaning that God gave him the right to rule France. For example, if he decided to build an extravagant and unnecessary palace, it was his right. He believed God inspired any decision he made. Therefore, Louis built an enormous palace at Versailles. The elaborate palace cost the equivalent of about one billion dollars today. The common people of France were very upset about this waste of money. These were the kind of decisions made under absolutism. The wishes of the majority were ignored. Other European monarchies admired Louis XIV and copied his style of government.

England

King Charles I ruled England from 1625 to 1649. He also thought he should rule with absolute power. In the past, a king or a queen in England could not make laws without consulting the **Parliament**. The Parliament was the national lawmaking body of England, consisting of the House of Lords and the House of Commons. This is similar to the Congress in the United States which is made up of the House of Representatives and the Senate.

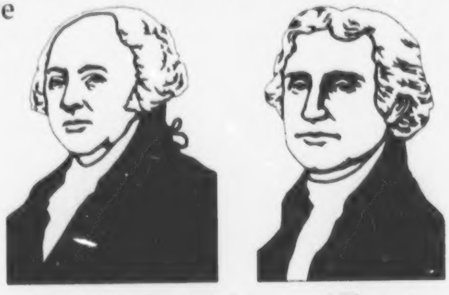
King Charles did not want to share power with the Parliament. He disbanded the whole group and ignored the **Magna Carta**, England's constitution. Eventually, the people rebelled against King Charles. In 1649, he was captured and tried by Parliament. Charles I was found guilty and eventually beheaded. For a time, England was without a king or queen. Instead, Parliament set up a republic. The republic, known as the Commonwealth of England lasted from 1649 to 1660. However, the people of England missed having a king. Therefore, they invited the son of King Charles to return to England.

The Glorious Revolution

King Charles II learned from his father's mistakes. He became king in 1660. He restored Parliament and things went very well for a time. Problems began again when his son James II became king. King James II abused his power. Parliament decided they would have to remove James II from the throne. They decided to seek help from the daughter of King James. Her name was Mary, and she was married to William of Orange and living in Holland. Parliament asked them to come from Holland and take over James II's throne. Surprisingly, this didn't cause a war. Perhaps James remembered what happened to his grandfather, King Charles I. He probably didn't want to repeat history and lose his head! In 1688 James II left the throne quietly. Parliament persuaded William and Mary to give up many of their royal powers. This change came to be called the Bloodless Revolution or the **Glorious Revolution**. The reason it was glorious was because it was peaceful. No one lost his or her life. Also, the Glorious Revolution changed the government of England dramatically. The time of absolute monarchs was over.

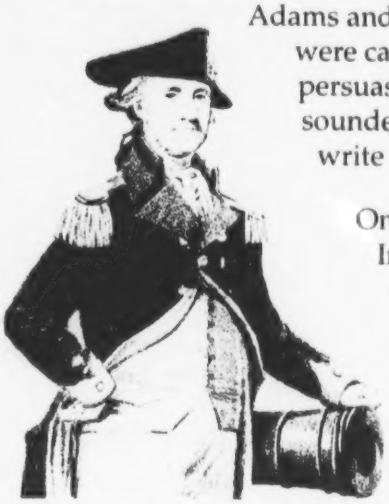
Revolution in America

In 1760 George III became king of England. Colonies had existed in the New World for almost 200 years. The New World was otherwise known as America. King George asked for loyalty from his subjects in America. In return, he offered protection from Native Americans and those foreign countries that wanted land in the New World. This protection was very expensive. For example, in 1763 the French and Indian War ended in America. The Americans and British defeated the French and Indian tribes. The war was costly. So King George asked the colonists for money in the form of



Patriots like Samuel Adams and Thomas Jefferson wanted freedom.

money in the form of taxes. Many of the colonists were upset about paying taxes. "Taxation without representation!" was their complaint. If they paid taxes to King George, they wanted a voice in government. Many Americans wanted more than a voice in government. Men like Samuel Adams and Thomas Jefferson wanted freedom. They were called **patriots**. The patriots were very persuasive with many of the colonists. Freedom sounded good. They asked Thomas Jefferson to write the Declaration of Independence.


General George Washington

On July 4, 1776, the Declaration of Independence (see Appendix A) was approved. Basically, the Declaration of Independence was a letter to King George. King George responded to the letter by sending troops to the colonies. The colonists had to fight for their freedom. General **George Washington** was more than happy to lead this fight to victory. He later became the first President of the United States.

The rest of the world watched as Americans won their freedom. Many other countries were impressed by their struggle for freedom. They admired the promise of freedom of speech, of religion, and of the press. They watched and learned the value of having a voice in government, trial by jury, and the promise of equality.

The Age of Reason

During the 1780s, the French people had witnessed the American Revolution, and were listening to new ideas. They saw the Glorious Revolution in England and the silent takeover of the monarchy by Parliament. Many writers began to point all of these things out to the French people. Some of the more famous writers were **Rousseau**, **Voltaire**, and **Montesquieu**.

Rousseau wrote a book on government called *The Social Contract*. It stated, "Man is born free, yet everywhere he is in chains," meaning freedom is something every one of us is born with, yet so many people are abused. Rousseau believed in the earliest of times, people had lived as free and equal individuals. He said people lived "in a state of nature." As people

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moved into villages, and later on, cities, the strongest among them forced everyone else to obey unjust laws. Therefore, freedom and equality were destroyed. Rousseau argued the only correct government was one that ruled with the approval of the people.

Voltaire used his pen like a weapon. He wrote hundreds of pamphlets and essays denouncing the French monarchy. He was thrown into prison twice by the French monarchy for his outspoken ways. However, he never gave up. He devoted his life to the fight for freedom. His enemies were prejudice, superstition, and intolerance. In 1758 Voltaire wrote his most famous work, *Candide*. It is a short novel that pokes fun at the French monarchy. These types of novels are known as satires.

Montesquieu devoted his life to the fight for liberty as well. For years he studied the history of ancient Rome. He concluded that Rome's decline was the result of people's loss of freedom. Remember the importance of learning from the mistakes of past generations? Montesquieu also admired the Glorious Revolution in England. He thought England had the best form of government because of the system of **checks and balances** of power. The British king had executive power and carried out the laws of the state. He was the **executive branch** of the government. The members of Parliament were the **legislative branch** who made the laws of the state.

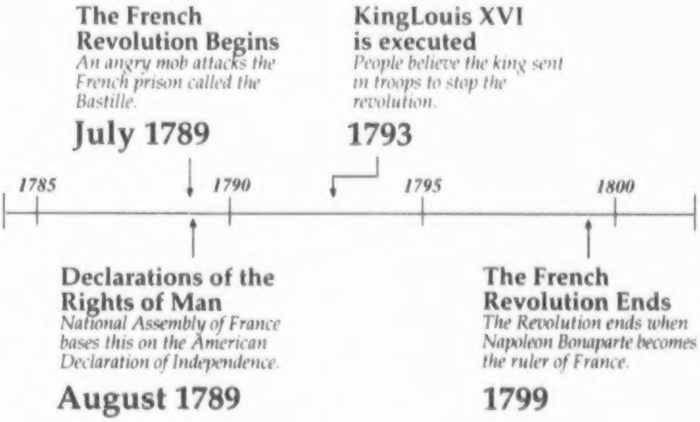
The judges of the English courts were the **judicial branch.** They looked at the laws and decided how to apply them in court cases. Montesquieu called this division of power into three branches **separation of powers**. Does any of this sound familiar? When we study the branches of government in the next section, you will see we learned a great deal from Montesquieu as well. The men who wrote the Constitution of the United States read Montesquieu's book called *On the Spirit of Laws*. In his book, he stated, "Power should be a check to power." This means that each branch of government should limit the power of the other two branches.

Words are very powerful. The words of political writers in France and England gave the people in England, France, and America the strength to protest absolute monarchies. People began to believe in a life with liberty.

The French Revolution

The French were very impressed by the colonists in America. The idea of freedom and a voice in government sounded wonderful to the millions of peasants who often went without enough food to eat. Remember that France started the idea of an absolute monarchy with Louis XIV. This type of government was still in place in 1789, even though Louis XIV was no longer alive. In his place was King Louis XVI. He also ruled by "divine right." No matter how unfair the rule, French people had to accept it. Nobles lived in luxury. They had fine palaces paid for by taxes collected from the lower and middle classes.

On July 14, 1789, a riot broke out in Paris. An angry mob attacked the French prison called the Bastille. They murdered the governor of the prison and carried his head on a stick through the streets of Paris. The **French Revolution** had begun. Many noblemen did not feel safe in France. They left the country. The peasants and working class tried to attack the king in the palace at Versailles but the guards kept them away. During the next three years, 1789-1791, the revolutionaries wrote a new constitution. The nobles lost most of their rights, and the king lost much of his power. On August 26, 1789, the National Assembly of France wrote the Declarations of the Rights of Man. It was based on the American Declaration of Independence. Rulers throughout Europe were worried about what was going on in France. They did not want to lose their power. Therefore, they sent in troops to stop the revolution. The peasants and working class believed King Louis had sent for more troops. Therefore, they executed King Louis and his wife Marie Antoinette in 1793.

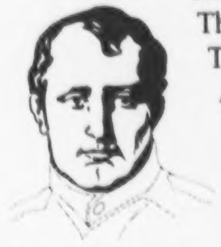


The French Revolution Begins
An angry mob attacks the French prison called the Bastille.
July 1789

KingLouis XVI is executed
People believe the king sent in troops to stop the revolution.
1793

Declarations of the Rights of Man
National Assembly of France bases this on the American Declaration of Independence.
August 1789

The French Revolution Ends
The Revolution ends when Napoleon Bonaparte becomes the ruler of France.
1799


Napoleon Bonaparte

The French Revolution was not a Glorious Revolution. The new rulers of France could not keep peace in France. The angry people of France kept fighting in the streets. Anyone who disagreed with the people lost their heads. The French Revolution ended in 1799. The Revolution ended when Napoleon Bonaparte became the ruler of France. Napoleon became a **dictator**. A dictator does not claim divine right of rulership but has total power. This meant an end to the freedom once again.

The Effects of the French Revolution

Despite the outcome of the French Revolution, people around the world began to realize the importance of having a voice in government. In fact, not long after the French Revolution, countries in Latin America began to fight for their freedom. All the countries to the south of the United States are called Latin America. By 1826, most of the Latin American colonies had won their freedom from Spain and France.

Practice

Number the **events** *in the correct* **order** *they happened. Write the number on the line provided.*

_________ 1. Glorious Revolution

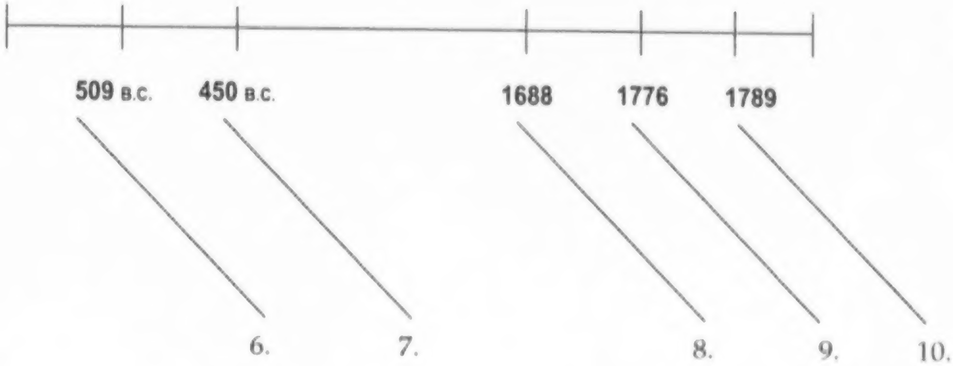
_________ 2. ancient Romans created a republic

_________ 3. American Revolution

_________ 4. ancient Greeks created a direct democracy

_________ 5. French Revolution

Place the **events** *on the timeline below.*



Practice

Follow the directions below.

1. Pretend you have your own talk show. The following people will appear on your show for a debate on the pros and cons of a democracy: Louis XIV; Montesquieu, a French philosopher; Homer, a citizen of ancient Greece; Brutus, a citizen of ancient Rome; King George III; and Thomas Jefferson. Fill in the script below. Read what each person says and try to respond the way each person really would respond.

2. **Louis XIV:** Democracy is a terrible idea! Power can only come from a king or queen. It is ridiculous to think power should come from the people.

   Montesquieu: ____

   ____

   ____

   ____

3. **Homer:** I am from Athens. We created the first democracy. It is the only way to have a fair government. The power should come from the citizens, not a king or queen.

   Brutus: ____

   ____

   ____

4. **George III:** I agree with Louis XIV. Power comes from the monarch. God chose me as king and therefore I know what is best for the people.

   Thomas Jefferson: ____

   ____

   ____

Practice

Write **True** *if the sentence is correct. Write* **False** *if the sentence is* not *correct.*

__________ 1. The word democracy comes from the Romans.

__________ 2. A polis is a Greek city-state.

__________ 3. All citizens participate in a representative democracy.

__________ 4. Slaves were permitted to vote in ancient Athens.

__________ 5. Romans elected men to represent them.

__________ 6. Another word for a king or queen is *monarch*.

__________ 7. Nations are made up of people that look the same.

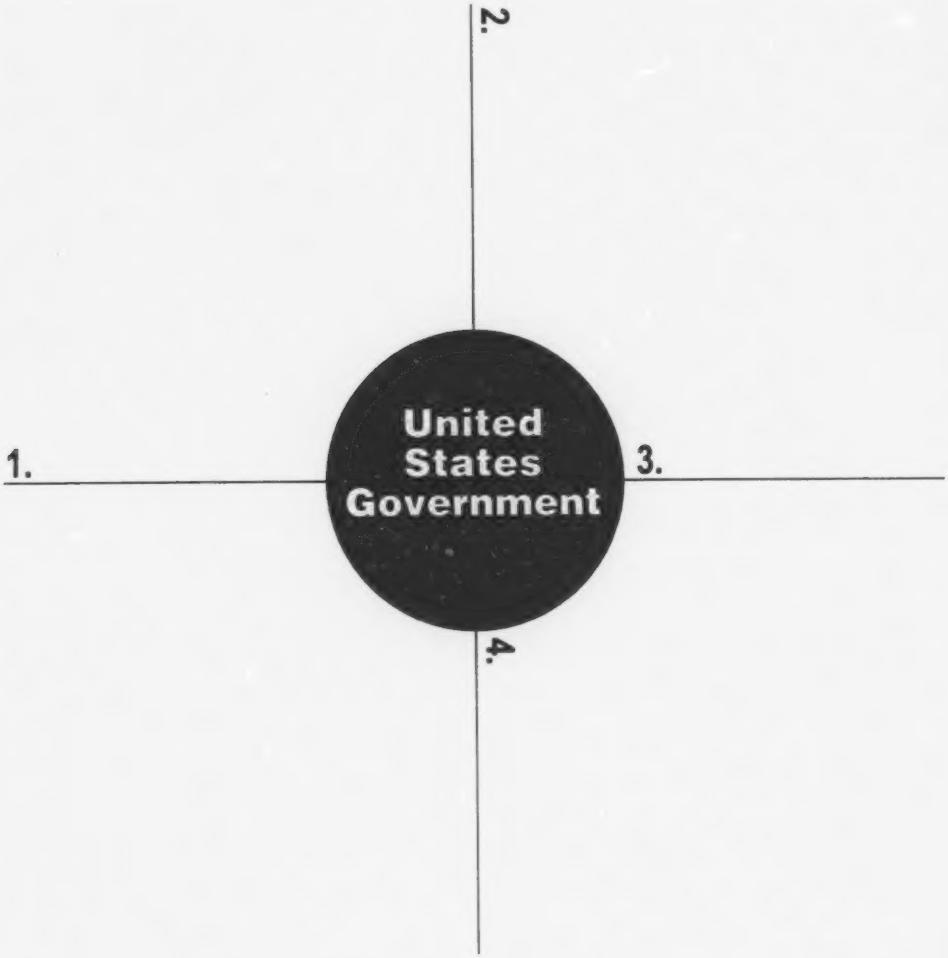
__________ 8. Louis XIV believed in a democracy.

__________ 9. The Glorious Revolution happened in the United States.

__________ 10. The French Revolution was not like the Glorious Revolution.

Practice

Fill in the missing information on this graphic organizer. On each line write the **name of a country and/or empire** *that had an influence on the founding of the United States government.*


2.
1.
United States Government
3.
4.

Practice

Use the chart below to answer the following using short answers.

Nation	Date	Events
Ancient Rome	509 B.C.	Romans establish a republic
Ancient Greece	450 B.C.	democracy in Athens
France	1643-1715	King Louis XIV ruled with absolute power
England	1688	Glorious Revolution put an end to absolute monarchies
America	1776	Americans write Declaration of Independence

1. What happened first? ______________________________

   ____

2. What happened in 450 B.C.? __________________________

   ____

3. When did the Americans write the Declaration of Independence?

   ____

4. What happened in 1688? ____________________________

   ____

   ____

5. When did the Romans establish a republic? ______________

6. King Louis XIV was from which nation? ________________

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a king or queen

______ 2. people who have the same laws and leaders

______ 3. a group of people who lived from 2000 B.C.–323 B.C. and created a direct democracy

______ 4. each of the three branches of government is given the means to check or limit the actions of the other branches

______ 5. a group of people who conquered much of the ancient world and created a republic

______ 6. division of government for the purposes of checks and balances so that no one branch becomes too powerful

______ 7. a ruler who has total power

______ 8. belief that a king's or queen's decisions are inspired by God

A. ancient Greeks

B. ancient Romans

C. checks and balances

D. dictator

E. divine right of kings

F. monarch

G. nations

H. separation of powers

Practice

Use the list below to write the correct term for each definition on the line provided.

absolute monarchy
direct democracy
French Revolution
General George Washington
Glorious Revolution
Louis XIV
patriots
representative democracy

________________________ 1. (1789-1791) the French peasants and working class rebelled against the absolute monarchy and the aristocracy

________________________ 2. Americans who wanted freedom during the American Revolution

________________________ 3. a peaceful revolution in England that ended the age of absolute monarchies

________________________ 4. all citizens participating directly in making decisions

________________________ 5. kings and queens have total and complete power

________________________ 6. absolute ruler of France from 1643-1715

________________________ 7. led the American army during the American Revolution

________________________ 8. a system in which the people elect candidates to public offices to vote on government issues

Unit 3: The Federal System of American Government

This unit emphasizes the basic principles of political organization and learn the processes by which power is delegated within all levels of the three branches of government.

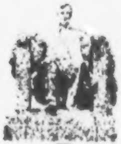
Unit Focus

- basic principles of American government
- powers given and denied to national and state governments
- ways the Constitution can be amended

Vocabulary

Study the vocabulary words and definitions below.

bill of attainder	a law that sentences a person to jail without a trial
checks and balances	each of the three branches of government is given the means to check or limit the actions of the other branches
concurrent powers	powers which are shared by the national government and the state governments
delegated powers	powers given to the national government by the Constitution
denied powers	powers which the Constitution expressly forbids either the national or state governments
elastic clause	statement in the Constitution which gives Congress any necessary additional powers needed to carry out its duties
executive branch	the body of government that carries out the laws
ex post facto	a law which makes an action illegal after it has taken place



federal system or federalism	a form of government that divides power between the national and state levels
habeas corpus	right of a person accused of a crime to be brought before a judge
implied powers	powers given to the national government which are not directly stated in the Constitution
judicial branch	the body of government that interprets laws (the courts)
judicial review	the power of the courts to declare laws unconstitutional
legislative branch	the body of government that makes the laws
popular sovereignty	rule by the people
principle	basic idea or belief
ratify	approve
reserved powers	powers given to the state governments

separation of powers	division of government for the purpose of checks and balances so that no one person or group of people becomes too powerful
veto	the President's right to reject a bill passed by Congress

The Federal System of American Government

The United States government is a **federal system**. A federal system (or **federalism**) is a form of government in which powers are divided between the national government and the state governments.

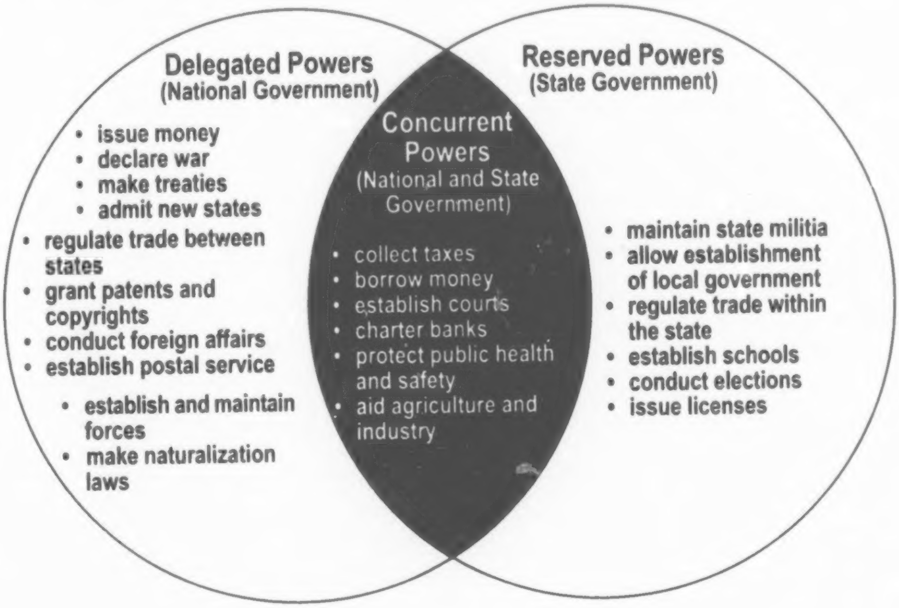
5 Basic Principles of American Government

1. Federal System
2. Popular Sovereignty
3. Separation of Powers
4. Checks and Balances
5. Limited Government

Division of Powers

The Constitution divided government authority by giving certain powers to the national and state governments. The national government has certain specified powers, while all other powers are reserved to the states or to the people. In the Constitution, there are also some shared powers and some specifically denied powers to each level of government.

There are three terms that describe the different powers in our government. The first type of powers is called **delegated powers**. Delegated powers are powers given to the national government. The next type of powers is called **reserved powers**. Reserved powers are those given to the states. The third type of powers is called **concurrent powers**. These are powers shared by the national and state governments.


Delegated Powers
(National Government)
• issue money
• declare war
• make treaties
• admit new states
• regulate trade between states
• grant patents and copyrights
• conduct foreign affairs
• establish postal service
• establish and maintain forces
• make naturalization laws
Concurrent Powers
(National and State Government)
• collect taxes
• borrow money
• establish courts
• charter banks
• protect public health and safety
• aid agriculture and industry
Reserved Powers
(State Government)
• maintain state militia
• allow establishment of local government
• regulate trade within the state
• establish schools
• conduct elections
• issue licenses

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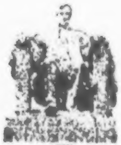


Expressed Powers

The expressed powers are those powers directly expressed or stated in the Constitution. In our federal system, the powers of the national government are listed in the Constitution. The Bill of Rights gives power to the states in the areas not specifically mentioned in the Constitution. In addition, both national and state governments share some powers.

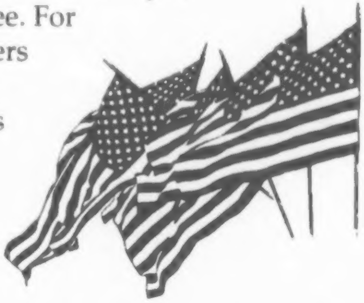
Implied Powers

The constitution states the powers of the national government. While not specifically listed, **implied powers** spring from and depend upon the powers expressed in the Constitution. For example, the power to draft people into the armed forces is implied by the power to raise an army or navy.

The basis for the implied powers is the necessary and proper clause of Article I, Section 8, and is often called the **elastic clause**. It states the following:

> Congress shall have Power…to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested…in the Government of the United States….

The founders of the Constitution wanted to make sure the national government would have the power to expand its authority to meet the many problems they could not foresee. For example, Congress has used the implied powers to develop the space program. Traveling into space was not something our founding fathers would have dreamed possible.



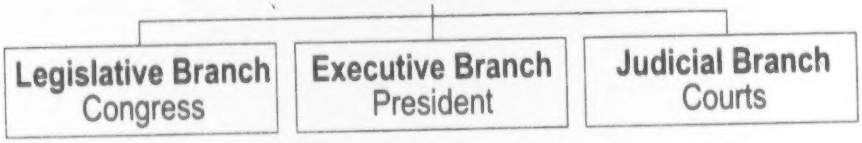
Popular Sovereignty

Popular sovereignty refers to the idea that power rests with the people. The real power to rule is in the hands of the people who elect government officials. Government cannot act without the consent of the people.

Separation of Powers

The first three sections, or articles, of the Constitution separate the United States government into three branches. This **separation of powers** was intentional. The framers of the Constitution assigned different duties and responsibilities to each branch of government in order to make sure that no one person or group of people had too much power. The three branches were designed so that power would be shared more or less equally. The three branches of government are the **legislative branch** (Congress), which makes laws; the **executive branch** (the President), which enforces laws; and the **judicial branch** (the courts), which explains the meaning of laws. As a further precaution, the **principle** of **checks and balances** was also established.

The Separation of Powers



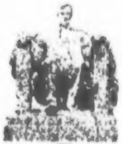
Checks and Balances

While each branch of government has its own duties to perform, it is also given the responsibility of watching the other two branches. In this way, one branch may check, or limit, the power of another branch. Some examples of checks and balances are listed below and in the graphic on the following page.

1. Congress passes laws. If the President does not agree with a law, he or she may **veto** (refuse to sign) it. Congress, however, may override the veto.

2. The President appoints federal judges, but all appointments must be approved by the Senate.

3. The Supreme Court looks at laws passed by Congress. If the Supreme Court decides that a law goes against the Constitution, it must be thrown out. The power of the courts to declare a law unconstitutional is known as **judicial review**.



Checks and Balances

Congress passes a law. →
The President may veto the law.
Congress may override the veto. ←

Congress passes a law. →
The Supreme Court decides if the law is unconstitutional.

The President appoints federal judges. →
All appointments must be approved by the Senate.

The President carries out the law. →
Congress may impeach the President for high crimes.

Further powers of the three branches are discussed in Unit 4.

Limited Government

While the Constitution spells out what government can do, it also includes some information about what government cannot do. The limits placed on government (called **denied powers**) were included to protect the citizens. Some powers denied to the national government include taxing American goods being sent to other countries, punishing a person without a trial (**bill of attainder**), and secret spending of money. Others include not allowing a prisoner to see a judge (**habeas corpus**) and passing **ex post facto** laws, which make actions illegal after they have already happened. Powers denied to the states are also listed in the Constitution.

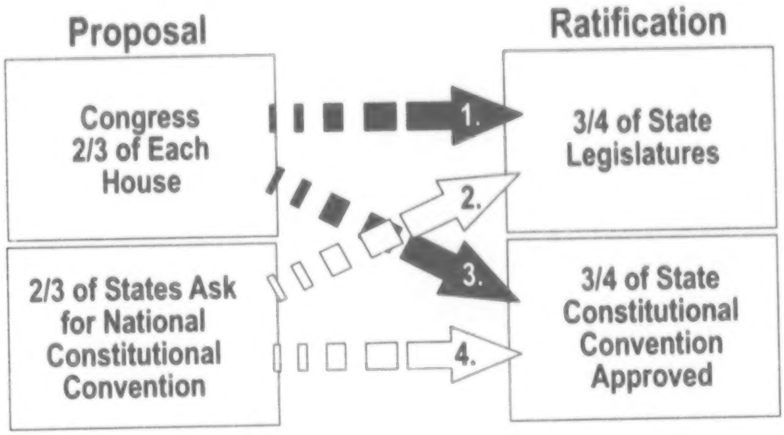
Amending the Constitution

No document, such as the Constitution, is perfect. When the Constitution was written, it included ways that it could be amended, or changed, to meet changing needs. It is not easy, however, to change the Constitution. An amendment must first be proposed and then **ratified** (approved).

1. The first step is to propose the amendment. There are two ways to propose an amendment.
    a. A two-thirds majority of each House of Congress votes to amend the Constitution.
    b. Two-thirds of the state legislatures ask Congress to call a National Constitutional Convention. (This method has never been used.)
2. The second step is to ratify, or approve, the amendment. There are two ways to ratify an amendment.
    a. Congress submits a proposed amendment to the state legislatures. Three-fourths of the legislatures must approve the amendment (38 of the 50 states).
    b. Congress orders a special state convention in each state. Conventions in three-fourths of the states must approve the amendment. (This method has been used only once. It was used in 1933 to approve the 21st Amendment.)

Below is a chart which shows the two methods to propose and the two methods to ratify amendments.

The arrows show that either proposal method can be used with either ratification method to amend the Constitution, making a total of four amendment methods.


Proposal
Ratification
Congress 2/3 of Each House
2/3 of States Ask for National Constitutional Convention
1.
2.
3.
4.
3/4 of State Legislatures
3/4 of State Constitutional Convention Approved

Practice

Use the list below to write the correct term for each definition on the line provided.

bill of attainder
checks and balances
delegated powers
denied powers
judicial
legislative
popular sovereignty
ratify
reserved powers
separation of powers

_________________________ 1. powers that the Constitution forbids either the national or state governments

_________________________ 2. the principle of government that splits power between three branches

_________________________ 3. the body of government that interprets laws

_________________________ 4. powers given to the national government by the Constitution

_________________________ 5. the principle of government that says government cannot act without the consent of the people

_________________________ 6. the principle of government in which each branch watches over the other branches

_________________________ 7. the body of government that makes the laws

_________________________ 8. a law that sentences a person to jail without a trial

_________________________ 9. powers given to the state governments

_________________________ 10. approve

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Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. powers shared by the national government and the state governments

______ 2. powers of the national government

______ 3. powers of the state governments

______ 4. the body of government that carries out the laws

______ 5. powers which the Constitution expressly forbids the national or state governments

______ 6. a law that sentences a person to jail without a trial

______ 7. a form of government that divides power between the national and state levels

______ 8. a principle of government in which each branch of government is given the means to check or limit the actions of the other branches

______ 9. statement in the Constitution which gives Congress any necessary additional powers needed to carry out its duties

A. bill of attainder

B. checks and balances

C. concurrent powers

D. delegated powers

E. denied powers

F. elastic clause

G. executive branch

H. federal system

I. reserved powers

Practice

Put a **D** *next to the* **delegated powers. Put** *an* **R** *next to the* **reserved powers.** *Put a* **C** *next to the* **concurrent powers.**

__________ 1. issue money

__________ 2. establish schools

__________ 3. establish postal service

__________ 4. tax and borrow money

__________ 5. maintain state militia

__________ 6. make war and peace

__________ 7. charter banks

__________ 8. admit new states into the union

__________ 9. regulate trade within the states

__________ 10. grant patents and copyrights

__________ 11. establish courts

__________ 12. decide naturalization rules

__________ 13. protect public health and safety

__________ 14. govern United States territories

__________ 15. allow establishment of local governments

Practice

Write the correct **branch of government** *on each line below. Use* **legislative, executive,** *or* **judicial branch** *of government.*

1. enforce laws ____

2. make laws ____

3. courts ____

4. interpret laws ____

5. Congress ____

6. President ____

Practice

List the five **basic principles of government.**

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

Practice

For each statement below, write the **principle of government** *which it illustrates.*

______________________ 1. power shared equally among three branches

______________________ 2. person may not be sentenced to jail without a trial

______________________ 3. power is divided between the national government and the state governments

______________________ 4. Supreme Court declares a law unconstitutional

______________________ 5. government cannot act without the consent of the people

Practice

Circle the correct answer.

1. There are (**two / four**) ways to amend the Constitution.
2. There are (**two / three**) steps to amending the Constitution.
3. In any method, the first step is (**ratification / proposal**).
4. Ratification occurs at the (**national / state**) level.
5. Ratify means (**accept / reject**).
6. There must be (**two-thirds / three-fourths**) of the states to approve an amendment to the constitution.

Practice

Use the list below to write the correct term for each definition on the line provided.

elastic clause
executive
ex post facto
habeas corpus
implied
judicial review
principle
veto

_______________ 1. statement in the Constitution which gives Congress any necessary additional powers

_______________ 2. the President's right to reject a bill

_______________ 3. basic idea or belief

_______________ 4. powers given to the national government but not directly stated in the Constitution

_______________ 5. the body of government that carries out the laws

_______________ 6. right of a person accused of a crime to be brought before a judge

_______________ 7. the power of courts to declare laws unconstitutional

_______________ 8. a law which declares an act illegal after it has happened

Unit 4: The Three Branches of Government

This unit emphasizes the basic principles of political organization embodied in the Constitution and the processes by which power is passed on within all levels of the three branches of government.

Unit Focus

- duties, responsibilities, and powers of each branch of government
- election and appointment procedures for each branch of government
- steps by which a bill becomes a law
- how power is transferred in each branch of government
- ways national leaders may be removed from office

Vocabulary

Study the vocabulary words and definitions below.

appeal	to take to a higher court
bicameral	two-house legislature
bill	a suggestion for a new law
Cabinet	the group of Presidential advisers
Chief Justice	the highest ranking justice on the Supreme Court
commerce	trade
expulsion	removal from office
impeach	to charge the President or a federal judge with a crime
justice	a Supreme Court judge
naturalization	the process by which a person who was not born in the United States becomes a United States citizen
pocket veto	a type of veto that occurs when a bill dies because the President does not sign it and Congress adjourns

revenue	money
treason	an act of disloyalty to one's country
treaty	an agreement with a foreign country

The Three Branches of Government

As you have already learned, the national government is divided into three branches. Each branch is organized differently, and the three branches vary in their terms of office, qualifications of members, means of filling vacancies, and procedures for removing members from office. The first three articles of the Constitution spell out these differences, as well as the powers and duties of each branch.

The Legislative Branch

Article I of the Constitution establishes the legislative branch of government. This legislative branch of government is made up of the two Houses of Congress: the Senate and the House of Representatives.

Legislative Duties

The main duty of the legislative branch is to *make laws*. The Constitution also gives Congress the power to do the following.

- collect taxes
- borrow money
- regulate **commerce** (trade) with other countries and between states
- coin money
- establish post offices
- set **naturalization** laws (laws for becoming a citizen)
- issue patents and copyrights
- declare war
- draft citizens
- establish a navy and make rules for the armed forces

The Structure of Congress

The Congress of the United States is a **bicameral**, or two-house, legislative body made up of the House of Representatives and the Senate.

The Congress of the United States

House of Representatives	**Senate**
Representation: Proportional based on state population (435 members total)	**Representation:** Equal two senators from each state (100 members total)
Presiding Officer: Speaker of the House	**Presiding Officer:** President of the Senate (the Vice President of the United States)

Congressional Qualifications and Terms

House of Representatives		**Senate**	
Qualifications		**Qualifications**	
Age:	at least 25 years old	**Age:**	at least 30 years old
Residency:	must live in the state from which elected, when elected	**Residency:**	must live in the state from which elected, when elected
Citizenship:	United States citizen for at least seven years	**Citizenship:**	United States citizen for at least nine years
Term:	two years	**Term:**	six years

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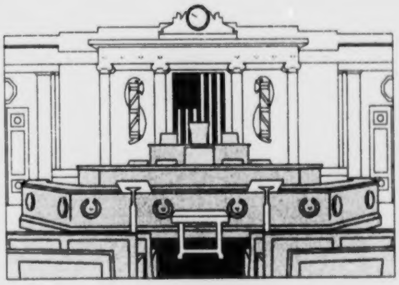
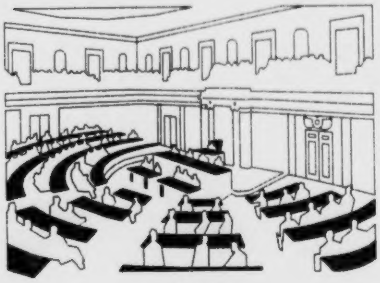
How a Bill Becomes a Law

As mentioned before, the main duty of the legislative branch is to make laws. The lawmaking process has many steps. Out of the thousands of **bills** (suggested laws) that Congress considers each year, only about five percent become law. As you look at the diagram on page 72 displaying the steps in the lawmaking process, notice all of the places where a bill can "die."



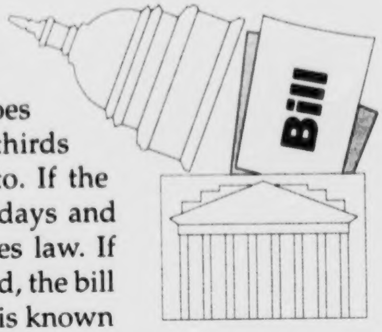
House Chamber



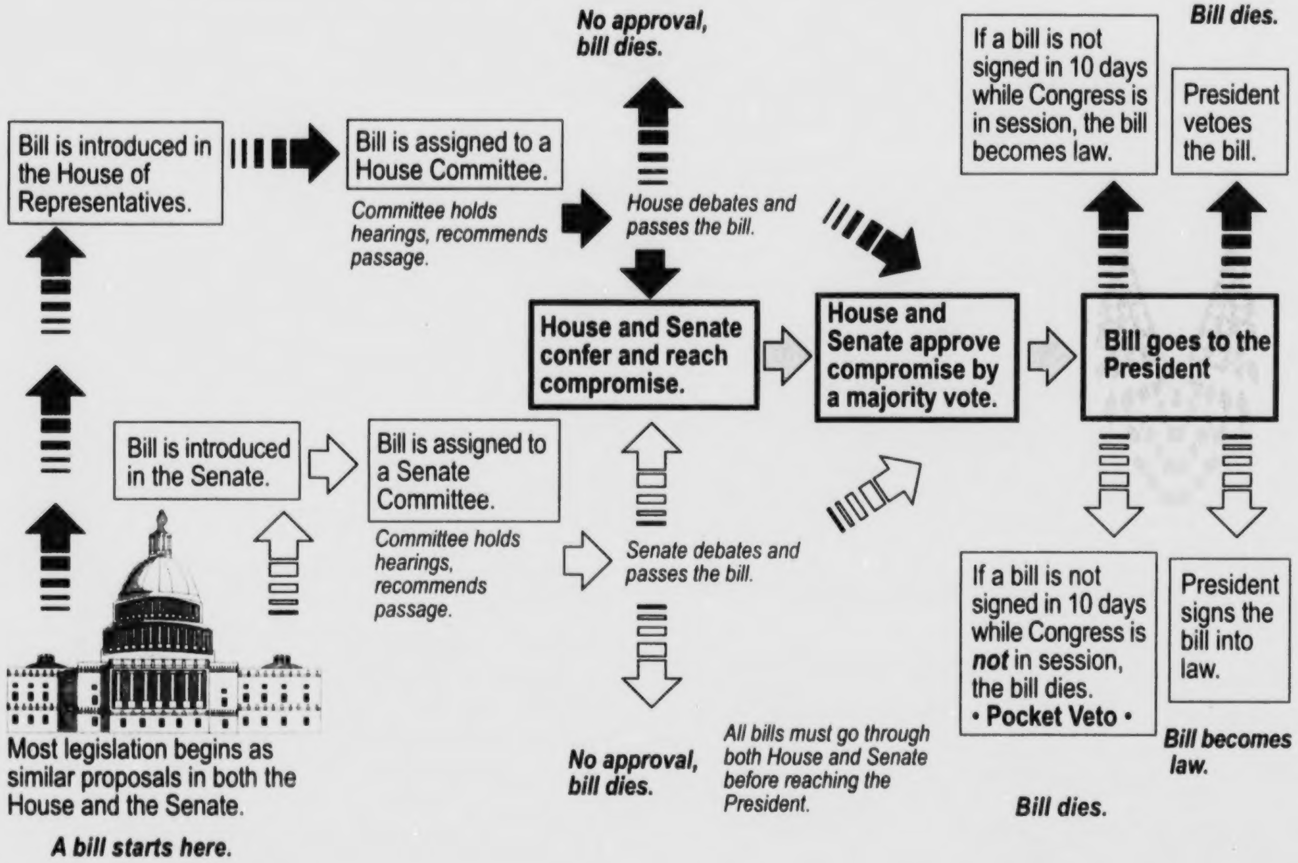
Senate

All bills, except those which are intended to raise money, can begin in either the House of Representatives or the Senate. After bills are introduced, they are considered by committees made up of either senators or representatives. These committees are formed because it would be impossible for all of the legislators to consider every bill. If the bill is approved by the committee, it is voted on by the full House. Then the same steps occur in the other House of Congress.

Once both Houses have agreed on a bill, it is sent to the President. If the President signs the bill, it becomes law. If the President vetoes the bill, it can become law only if a two-thirds majority in both Houses overrides the veto. If the President does not sign the bill within 10 days and Congress is still in session, the bill becomes law. If Congress has adjourned in that 10-day period, the bill dies without the President's signature. This is known as a **pocket veto**.



Steps in the Lawmaking Process of a Bill


Bill is introduced in the House of Representatives.
Bill is assigned to a House Committee.
Committee holds hearings, recommends passage.
No approval, bill dies.
House debates and passes the bill.
House and Senate confer and reach compromise.
House and Senate approve compromise by a majority vote.
Bill goes to the President
If a bill is not signed in 10 days while Congress is in session, the bill becomes law.
Bill dies.
President vetoes the bill.
Bill is introduced in the Senate.
Bill is assigned to a Senate Committee.
Committee holds hearings, recommends passage.
Senate debates and passes the bill.
No approval, bill dies.
All bills must go through both House and Senate before reaching the President.
If a bill is not signed in 10 days while Congress is *not* in session, the bill dies.
• Pocket Veto •
Bill dies.
President signs the bill into law.
Bill becomes law.
Most legislation begins as similar proposals in both the House and the Senate.
A bill starts here.

Special Powers of the House of Representatives

The Constitution states in Articles I and II that the House of Representatives will have special powers. These special powers are the following:

• the power to originate **revenue** bills	→	All bills to raise money for the government must begin in the House.
• the power to elect a President (under certain circumstances)	→	When no presidential candidate wins a majority of votes, the House elects the President.
• the power to **impeach** government officials	→	The House can charge a public official with misconduct or wrongdoing.

Special Powers of the Senate

The Constitution gives some special powers to the Senate in Articles I and II. The powers are the following:

• the power to approve or reject major appointments by the President	→	The Senate must approve all **Cabinet** members, ambassadors, federal judges, etc., appointed by the President.
• the power to ratify **treaties**	→	The Senate has to approve treaties made by the President.
• the power to elect a Vice President (under certain circumstances)	→	When no vice-presidential candidate wins a majority of votes, the Senate elects the Vice President.
• the power to try cases of impeachment	→	The Senate decides if an official is guilty of the charges made by the House.

Transfer of Power

The Constitution makes provisions for vacancies which occur in Congress before an elected official's term is over. Vacancies may be caused by death, resignation, or **expulsion**, which occurs when the House or Senate removes one of its own members for wrongdoing. A vacant Senate seat of a senator may be filled in one of two ways. The governor of the state may either appoint someone to fill the seat for the remainder of the term or call a special election. If a member of the House of Representatives dies, resigns, or is expelled, the governor must call a special election to fill the vacant seat.

The Executive Branch

The executive branch is made up of the President, Vice President, and executive agencies.

Executive Duties

The primary duty of the executive branch is to *enforce the law*. This means that the executive branch is responsible for seeing that the laws are carried out. The President, or Chief Executive, has other powers which are spelled out in the Constitution. They include the power to do the following.

- head the military forces (The President is the Commander-in-Chief of the Armed Forces.)
- grant pardons for federal crimes
- appoint (or remove) Cabinet members
- make treaties (agreements) with foreign nations
- appoint ambassadors and federal judges
- fill important vacancies in government
- recommend bills
- veto bills

Qualifications and Terms

Presidency	
Age:	at least 35 years old
Residency:	must live in the U.S. for at least 14 years before taking office
Citizenship:	must be a natural-born citizen
Term:	four years (maximum time in office is 10 years)

Besides the official qualifications for the presidency, there are also some characteristics which in the past have made getting elected more likely. For example, all the Presidents so far have been male and white. Most

have been Protestant. (A Protestant is a member of any Christian church other than the Roman Catholic and Eastern churches.) Take a look at the table below for some other interesting facts about 20th-century Presidents.

20th-Century Presidents

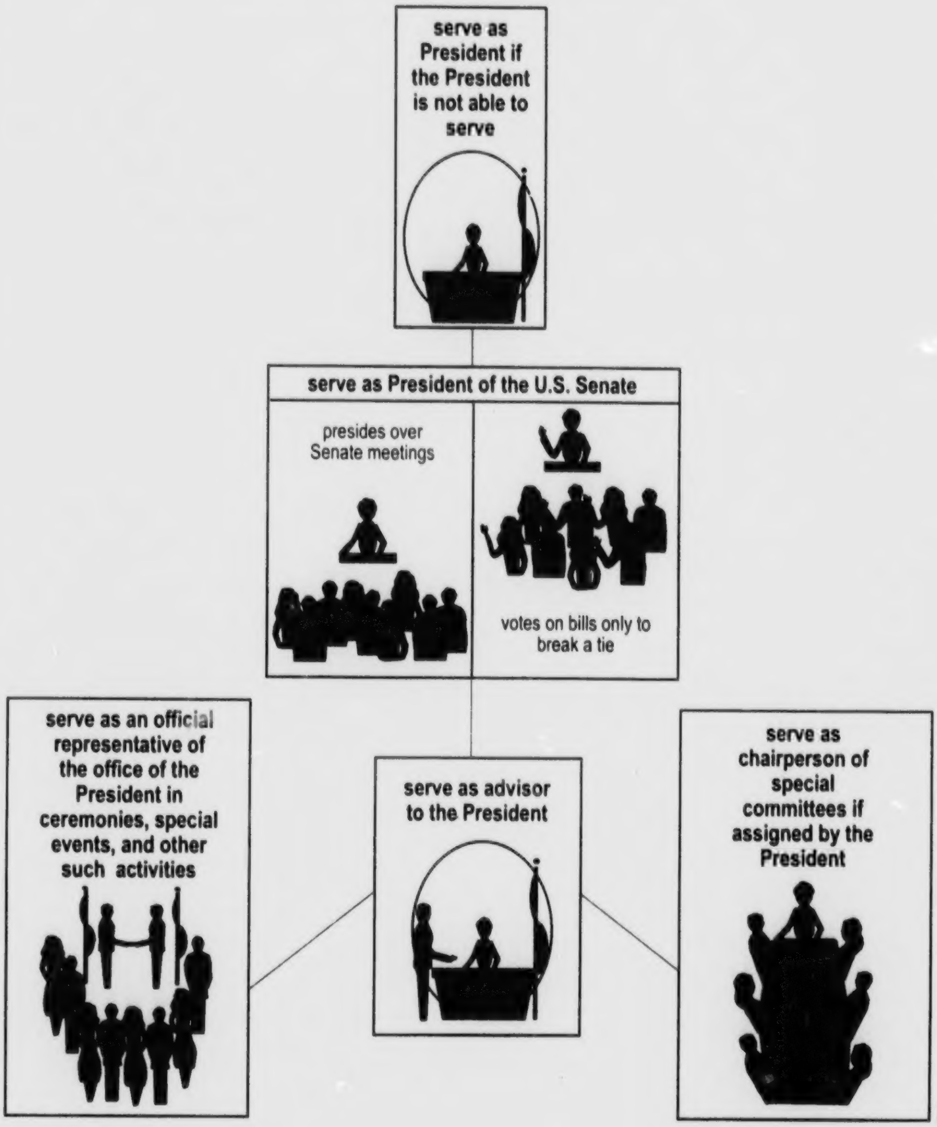
The President	Home State When Elected	Age upon Taking Office	Years Served	Party*	Religion	Political Experience	Education	Vice President
Theodore Roosevelt	NY	42	1901-1909	R	Dutch Reform	Vice President/ Governor	Harvard	Charles W. Fairbanks
William H. Taft	OH	51	1909-1913	R	Unitarian	Cabinet Officer	Yale	James S. Sherman
Woodrow Wilson	NJ	56	1913-1921	D	Presbyterian	Governor	Princeton	Thomas R. Marshall
William G. Harding	OH	55	1921-1923	R	Baptist	U.S. Senator	Ohio Central College	Calvin Coolidge
Calvin Coolidge	MA	51	1923-1929	R	Congregational	Vice President/ Governor	Amherst	Charles G. Dawes
Herbert C. Hoover	CA	54	1929-1933	R	Quaker	Cabinet Officer	Stanford	Charles Curtis
Franklin D. Roosevelt	NY	51	1933-1945	D	Episcopalian	Governor	Harvard	John N. Garner Henry A. Wallace Harry S Truman
Harry S Truman	MO	60	1945-1953	D	Baptist	Vice President/ U.S. Senator	Kansas City School of Law	Alben W. Barkley
Dwight D. Eisenhower	NY	62	1953-1961	R	Presbyterian	none	West Point	Richard M. Nixon
John F. Kennedy	MA	43	1961-1963	D	Roman Catholic	U.S. Senator	Harvard	Lyndon B. Johnson
Lyndon B. Johnson	TX	55	1963-1969	D	Christian Church	Vice President/ U.S. Senator	Southwest Texas Teachers' College	Hubert H. Humphrey
Richard M. Nixon	NY	56	1969-1974	R	Quaker	Vice President/ U.S. Senator	Whittier College/Duke	Spiro T. Agnew Gerald R. Ford
Gerald R. Ford	MI	61	1974-1977	R	Episcopalian	Vice President/ U.S. Representative	Yale	Nelson R. Rockefeller
James E. Carter, Jr.	GA	52	1977-1981	D	Baptist	Governor	Georgia Institute of Technology/ Naval Academy, Annapolis	Walter F. Mondale
Ronald W. Reagan	CA	69	1981-1989	R	Presbyterian	Governor	Eureka College	George H. W. Bush
George H. W. Bush	TX	64	1989-1993	R	Episcopalian	Vice President/ Director of CIA/Ambassador/ Congressman	Yale	J. Danforth Quayle
William J. Clinton	AK	46	1993-	D	Baptist	Governor	Yale	Albert Gore, Jr.

**Party - Democrat (D) Republican (R)*

Other Executive Officers. Along with the President, the Vice President helps to run the executive branch of government.

The Constitution does not describe many official duties of the Vice President. Over the years, different Presidents have had Vice Presidents do many different things. Some of these duties are shown below.

DUTIES OF THE VICE PRESIDENT


serve as President if the President is not able to serve
serve as President of the U.S. Senate
presides over Senate meetings
votes on bills only to break a tie
serve as an official representative of the office of the President in ceremonies, special events, and other such activities
serve as advisor to the President
serve as chairperson of special committees if assigned by the President

Besides the Vice President, the President also has the assistance of his Executive Office and Cabinet. These agencies and individuals assist the President in many ways. Below is a list of agencies which are part of the Executive Office and a list of the Executive Departments which make up the Cabinet.

Executive Office of the President

Agency	Main Functions
White House Office	Advises President on matters of domestic and foreign policy; writes speeches; reads and answers mail; sets up appointments
Office of Management and Budget	Prepares federal budget
Domestic Policy Staff	Aids in preparation of domestic policy
National Security Council	Keeps President informed on matters of national security (safety of the country)
Council of Economic Advisers	Studies economic situation and offers suggestions for growth and stability
Office of Science and Technology	Keeps President up-to-date on new technological developments
Council on Environmental Quality	Advises President on environmental issues
Office of Administration	Helps with clerical and record-keeping duties
Office of United States	Helps President negotiate trade agreements and advises President on trade issues

The Cabinet/Executive Departments

Department	Year Established	Main Functions
Department of State	1789	Carries out foreign policy • Supervises U.S. diplomats abroad • Issues passports • Represents U.S. in United Nations
Department of the Treasury	1789	Collects federal taxes • Borrows money and pays bills for the federal government
Department of Defense (formerly War Department)	1949 (1789)	Maintains armed forces • Conducts military intelligence • Builds and maintains forts, harbors, bases, etc. • Carries out military research
Department of Justice	1789	Investigates and prosecutes violations of federal law • Conducts suits for the federal government in court • Supervises federal prisons • Runs Federal Bureau of Investigations (FBI)
Department of the Interior	1849	Supervises federal lands and parks • Finances irrigation projects • Protects natural resources
Department of Agriculture	1862	Conducts programs to help farmers • Fights animal and plant diseases and insect pests
Department of Commerce	1903	Protects U.S. companies at home and abroad • Makes loans to small businesses • Conducts the census • Grants patents • Maintains official weights and measures
Department of Labor	1913	Carries out labor laws (working conditions, minimum wage, etc.) • Administers unemployment insurance for workers • Sponsors job training programs • Keeps track of prices, unemployment figures, etc.
Department of Health and Human Services	1939	Directs Social Security, Medicare, and other social service programs • Administers programs to help people who have disabilities • Enforces food, drug, and cosmetic laws • Conducts research into causes and treatments of diseases
Department of Housing and Urban Development	1965	Supports private housing, mortgage loans
Department of Transportation	1966	Finances interstate highways and railroad, airport, and waterway improvements • Supports mass transit research • Sets safety standards for vehicles
Department of Energy	1977	Promotes energy conservation and resource development • Promotes energy research • Regulates gas and electric rates
Department of Education	1980	Administers programs to aid education • Provides financial help to schools • Collects and publishes education statistics • Sponsors education research
Department of Veterans Affairs	1989	Administers several hospitals • Administers educational and other programs designed to benefit veterans and their families

Transfer of Power

If the President for some reason cannot finish his or her term of office, the Constitution has outlined ways to fill the office. When the Constitution was first written, it said that the Vice President would serve as the President until a new President could be elected. Under this original plan, the Vice President's office would be left vacant and Congress would have to decide what to do in case neither the President nor Vice President could finish the term of office.

The 25th Amendment to the Constitution made some changes in the way this problem is solved. It says that when the President cannot finish his or her term, the Vice President takes over as President and then chooses another person to be Vice President. This choice must be ratified by the Senate. This now insures that there will always be both a President and a Vice President in office.

Because the office of President is so important, Congress passed another law in 1947 which further lists the order of succession to the President. The law is called the Presidential Succession Act. A list of government officials, in the order that they would be called upon to fill the office of the President, is listed below. (The Cabinet officers are in the order in which Congress created the departments.)

Order of Succession to the President

Leaders of the Two Houses of Congress

1. **Vice President**
2. **Speaker of the House of Representatives**
3. **President Pro-Tempore of the Senate**

Cabinet Officers

4. **Secretary of State**
5. **Secretary of the Treasury**
6. **Secretary of the Defense**
7. **Attorney General**
8. **Secretary of the Interior**
9. **Secretary of Agriculture**
10. **Secretary of Commerce**
11. **Secretary of Labor**
12. **Secretary of Health and Human Services**
13. **Secretary of Housing and Urban Development**
14. **Secretary of Transportation**
15. **Secretary of Energy**
16. **Secretary of Education**
17. **Secretary of Veterans Affairs**

Although the most common reason for replacing the President has been due to his death, Presidents may be removed from office for committing a serious crime such as **treason** (an act of disloyalty to one's country). Impeachment (to bring charges against) and removal from office is the two-step procedure designed to handle such cases. First, the House of Representatives charges the President with "high crimes or misdemeanors" in office. Then the Senate conducts a trial. If the President is convicted of the crime, he is removed from office. The Vice President takes over and nominates a new Vice President, and Congress votes to approve or disapprove the nomination.

In addition, the President may be removed from office if illness becomes serious enough to keep him or her from performing the duties of the office. In this instance, the following procedure is followed.

1. The Vice President and a majority of the cabinet officers decide that the President is unfit.
2. A written declaration is sent by the Vice President to the Speaker of the House and the President Pro-Tempore of the Senate.
3. The Vice President takes over.
4. If the President recovers, he or she (the President) sends a letter to the leaders in Congress stating that he or she is fit to return to office.
5. If necessary, Congress will decide by a two-thirds vote of each House if the President should return to office.

The Judicial Branch

The judicial branch is made up of the federal courts and is headed by the Supreme Court. It is the job of the judicial branch to *interpret or decide what laws mean*. In this way, members of the judicial branch make sure that all people receive just or fair treatment under the law.

Members of the federal judicial branch handle cases involving the issues listed below.

- interpretation of the Constitution
- federal laws
- treaties
- ships on high seas
- the United States government
- foreign diplomats
- disputes between states or citizens of different states
- disputes between citizens or states and foreign countries

Responsibilities of the Federal Judicial Branch

The main activities of the federal judicial branch are **appeals** and trials. Appeals courts review cases involving a constitutional question that have already been tried in a lower court, either federal or state. Trials taking place in federal court involve treaties, ambassadors, or suits brought against the United States.

Supreme Court Justices*

Chief Justice William H. Rehnquist
Stephen G. Breyer
Ruth Bader Ginsburg
Anthony M. Kennedy
Sandra Day O'Connor
Antonin Scalia
David H. Souter
John Paul Stevens
Clarence Thomas

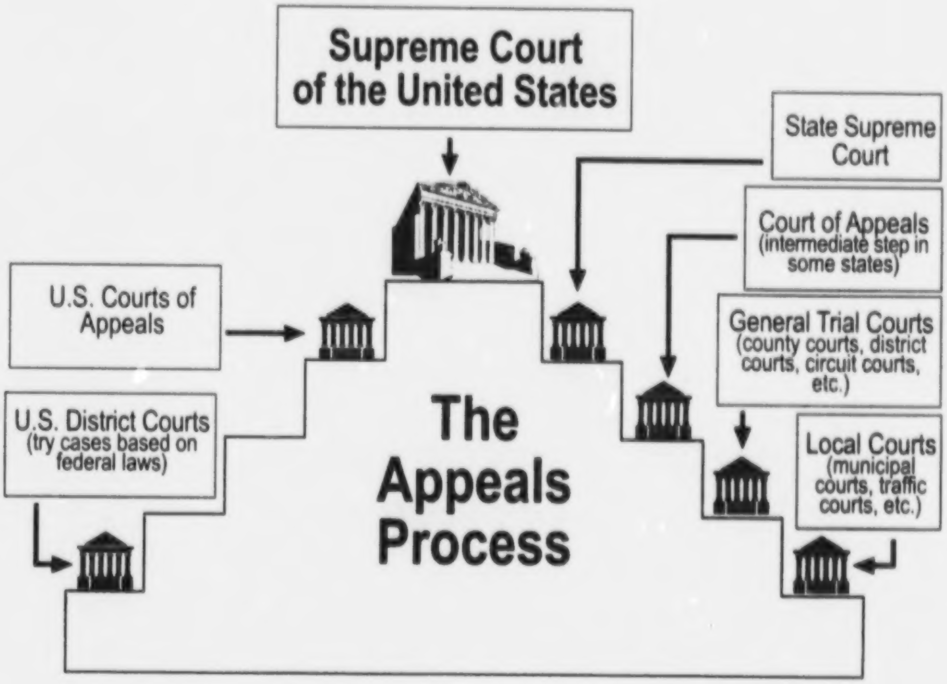
*Current Supreme Court Justices as of September, 1999

Qualifications and Terms

Unlike members of Congress and the President, Supreme Court judges (called **justices**) and other federal judges are not elected. Neither are there any formal requirements for the job, though almost all the justices have had legal training and have held a variety of positions in law or government. The nine Supreme Court Justices (headed by the **Chief Justice**) and federal judges are nominated by the President and approved by the Senate. Currently, the Chief Justice is William Rehnquist. The term of the Supreme Court Justices and most federal judges is life. A few federal judges serve fixed terms.

The Appeals Process

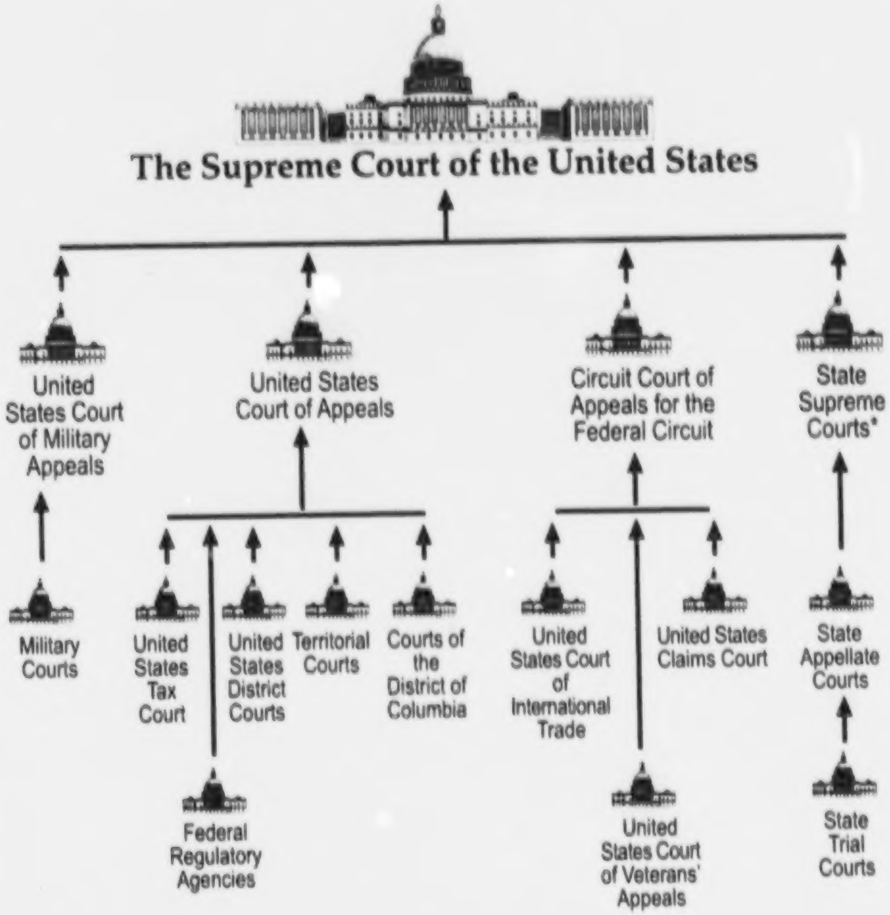
Although the Supreme Court does rule on some original cases, the main activity of the Supreme Court is to review cases that have already been tried in a lower court on appeal. The Supreme Court hears cases on appeal only when there is a constitutional question involved. The diagram below shows how a case might go through the courts to the Supreme Court.


Supreme Court of the United States
State Supreme Court
Court of Appeals (intermediate step in some states)
General Trial Courts (county courts, district courts, circuit courts, etc.)
Local Courts (municipal courts, traffic courts, etc.)
U.S. Courts of Appeals
U.S. District Courts (try cases based on federal laws)
The Appeals Process

The Federal Court System

The Congress has the power to set up federal courts. Over the years the system of courts has grown. The diagram below shows the federal court system as it is today.

The Federal Court System


The Supreme Court of the United States
United States Court of Military Appeals
United States Court of Appeals
Circuit Court of Appeals for the Federal Circuit
State Supreme Courts*
Military Courts
United States Tax Court
United States District Courts
Territorial Courts
Courts of the District of Columbia
Federal Regulatory Agencies
United States Court of International Trade
United States Claims Court
United States Court of Veterans' Appeals
State Appellate Courts
State Trial Courts

** The State Supreme Court is usually the court of last resort, but this is not the case in every state. If an issue based on the federal Constitution, a treaty, or a federal statute is involved, it might be possible to take the appeal of a State Supreme Court decision to the Supreme Court of the United States.*

Some of the Federal Courts

United States Court of Military Appeals	try cases involving armed services personnel; reviews court-martial convictions (sometimes called GI Supreme Court)
United States Court of Appeals	try cases involving federal law
United States Tax Court	try cases involving payment of federal taxes of citizens who disagree with Internal Revenue Service (IRS) and/or Treasury Department agency rulings
United States District Courts	try both civil and criminal cases involving federal and state laws
Territorial Courts	try civil, criminal, and constitutional cases, same as United States District Courts
Courts of the District of Columbia	try both civil and criminal cases of the nation's capital
Circuit Court of Appeals for the Federal Circuit	review decisions of the Courts of International Trade, the United States Patent Office, the United States Claims Courts, and other executive agencies
United States Court of International Trade	try cases involving taxes or tariffs on imports
United States Court of Veterans' Appeals	review decisions of the Board of Veterans' Appeals and deals with veterans' claims for benefits and other problems
United States Claims Court	try cases involving money claims against the United States government
State Supreme Courts	try highest state cases, usually the court of last resort

Transfer of Power for the Supreme Court

There is no set length of term or retirement age for federal judges and Supreme Court Justices. They may serve until voluntary retirement, resignation, or death. Incompetent or corrupt judges may be removed by impeachment and conviction, using the same procedures as those used for the President.

Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. Congress is made up of three Houses.

__________ 2. The larger House of Congress is the Senate.

__________ 3. Congress has the power to declare war.

__________ 4. You must be 30 years old to qualify for the Senate.

__________ 5. Members in the House of Representatives serve terms of four years.

__________ 6. Revenue bills must begin in the House of Representatives.

__________ 7. The Senate has the power to ratify treaties.

__________ 8. If a senator dies, his or her seat must be filled by a special election.

__________ 9. The Vice President is also the Speaker of the House.

__________ 10. There are 435 members in both Houses of Congress.

__________ 11. Congressmen may be removed from office by expulsion.

__________ 12. Before a bill is voted on, it is considered by a committee.

__________ 13. Most bills become laws.

__________ 14. If the President does not sign a bill and Congress is not in session, the bill dies.

__________ 15. Vetoes may be overridden by a two-thirds vote in both Houses.

Practice

Answer the following using complete sentences.

1. What are three different places in the lawmaking process where a bill may die?

2. What are four things that can happen to a bill once it is sent to the President?

3. What are three reasons a seat in Congress may become vacant?

4. Which power of Congress do you think is most important?

   Why?

Practice

Use the chart titled **"Characteristics of 20th-Century Presidents"** *on page 75 to answer the following.*

1. How has age of presidential candidates been a factor in choosing a presidential candidate?

2. How has religion of presidential candidates been a factor in choosing a presidential candidate?

3. How has political status of presidential candidates been a factor in choosing a presidential candidate?

4. How has educational background of presidential candidates been a factor in choosing a presidential candidate?

5. How has a person's sex been a factor in choosing a presidential candidate?

6. How has party background of presidential candidates been a factor in choosing a presidential candidate?

7. What qualifications are most important to you when deciding who might make a good President?

Why?

8. What qualifications are least important to you?

Why?

9. What other factors be considered? ____________________

____

____

Why? ____________________________________

____

____

10. What do you think most voters consider when choosing a presidential candidate?

____

____

____

Why? ____________________________________

____

____

Practice

Many people think we will soon have a **woman as President**. *What are your feelings about this? Write a brief essay* **supporting your beliefs**.

Practice

Match the **main government function** *with the correct* **executive department**. *Write the letter on the line provided.*

______ 1. maintains armed forces

______ 2. finances interstate highways

______ 3. conducts programs to help farmers

______ 4. sponsors job training programs

______ 5. carries out foreign policy

______ 6. promotes energy research

______ 7. conducts the census

______ 8. provides financial help to schools

______ 9. collects federal taxes

______ 10. runs Federal Bureau of Investigation (FBI)

A. Department of Agriculture

B. Department of Commerce

C. Department of Defense

D. Department of Education

E. Department of Energy

F. Department of Justice

G. Department of Labor

H. Department of State

I. Department of Transportation

J. Department of the Treasury

Practice

Answer the following using complete sentences.

1. Which amendment describes the order of succession to the presidency?

____

____

2. What law determines the order of succession to the presidency?

____

____

Number these **officials** *in the correct* **order** *they would be called to* **fill the office of the President**. *Write the number on the line provided.*

__________ 3. Attorney General

__________ 4. Secretary of Defense

__________ 5. Secretary of Energy

__________ 6. Secretary of Labor

__________ 7. Secretary of State

__________ 8. Speaker of the House

__________ 9. Vice President

Practice

Use the list below to complete the following statements.

- **all**
- **appeals**
- **Chief Justice**
- **Constitution or laws**
- **fair**
- **lifelong**
- **means**
- **nine**
- **President**
- **Senate**
- **trials**

The Supreme Court

1. **Main Purpose:** It is the job of the Supreme Court to interpret the ____________________ or to decide what the law ____________________. In this way, the Supreme Court makes sure that ____________________ people receive just or ____________________ treatment under the law.

2. **Membership:** ____________________ Justices are on the Supreme Court. The ____________________ is the presiding officer. Justices are nominated by the ____________________ and approved by the ____________________. Their term is ____________________.

3. **Main Activities:** a.) ____________________: reviewing cases that have already been tried in a lower court.

   b.) ____________________: deciding cases involving treaties, ambassadors, or suits brought against the United States.

Practice

Write the names of the nine current **Supreme Court justices** *in the boxes below.*

Chief Justice

Practice

Use the list below to write the correct term for each definition on the line provided.

- **bicameral**
- **cabinet**
- **Chief Justice**
- **impeach**
- **naturalization**
- **pocket veto**

____________________ 1. to charge the President or a federal judge with a crime

____________________ 2. two-house legislature

____________________ 3. the process by which a person who was not born in the United States becomes a citizen

____________________ 4. the highest ranking justice on the Supreme Court

____________________ 5. the group of presidential advisers

____________________ 6. a type of veto that occurs when a bill dies because the President does not sign it and Congress adjourns

Practice

Match each definition with its correct term. Write the letter on the line provided.

_____ 1. money

_____ 2. a Supreme Court judge

_____ 3. to take to a higher court

_____ 4. trade

_____ 5. an agreement with a foreign country

_____ 6. a suggestion for a new law

_____ 7. removal from office

_____ 8. an act of disloyalty to one's country

A. appeal

B. bill

C. commerce

D. expulsion

E. justice

F. revenue

G. treason

H. treaty

Practice

Put an **L** *on the line next to powers of the* **legislative branch**. *Put an* **E** *next to powers of the* **executive branch**. *Put a* **J** *next to powers of the* **judicial branch**.

________ 1. settle disputes between states

________ 2. issues patents

________ 3. coin money

________ 4. appoint federal judges

________ 5. grant pardons

________ 6. declare war

________ 7. draft citizens

________ 8. handle appeals

________ 9. make treaties

________ 10. borrow money

________ 11. establish a navy

________ 12. interpret the Constitution

________ 13. collect taxes

________ 14. fill important vacancies in government

________ 15. regulate trade

Practice

In this unit, we have learned about the **qualifications** *for various government positions. Do you dream of being President or governor? Well, you need to start planning now. What would your* **résumé** *look like? A résumé is a summary of a person's* **education and professional career**. *Look at the sample résumé below. Use your imagination and fill out the résumé on page 99.*

mail
résumé
today!

Résumé

Josh Randall
222 Scott Drive
Silver Springs, FL 34488
(352) 555-1212

- **Objective:** Currently seeking a career position as Governor of the State of Florida
- **Skills/ Abilities:** Fluent in Spanish, French, and German. Excellent Communication/Debate Skills
- **Education:** (1962-1965) Law Degree, Florida State University
  (1958-1962) BS Degree (History), University of Florida
  (1955-1958) HS Diploma, Lincoln High School
- **Career Related Experiences:** (1986-1990) Florida Attorney General
  (1968-1985) District Attorney
  (1965-1968) Private Law Practice (Ocala, FL)
- **Organizations/ Volunteer Work:** Florida Bar Association, Literacy Volunteers of America, Membership in local organizations
- **Interests/ Hobbies:** Interest in historical events, travel, golf, and basketball
- References available on request.

Fill out the following **résumé** *using the sample résumé on page 98 as a guide. Remember you are applying for the job* **Governor of the State of Florida**.

fill out résumé today!

Résumé

Name: ______________________

Address: ______________________

____

Phone Number: ______________________

- **Objective:** Currently seeking a career position as Governor of the State of Florida.
- **Skills/ Abilities:** ______________________

  ____

  ____
- **Education:**
  Dates: ______ College or University: ______________________
  Dates: ______ College or University: ______________________
  Dates: ______ High School: ______________________
- **Career Related Experience:**
  Dates: ______________________
  Dates: ______________________
  Dates: ______________________
  Dates: ______________________
- **Organizations/ Volunteer Work:** ______________________

  ____

  ____
- **Interest/ Hobbies:** ______________________

  ____
- **References:** ______________________

  ____

Practice

Prepare a list of five questions you would ask a person planning on **running for the presidency**. *Remember to think about the* **qualifications for the job** *listed on page 74.*

Unit 5: Influencing Government

This unit emphasizes how government is influenced and changed by the support and opposition of individuals and interest groups.

Unit Focus

- characteristics of interest groups, lobbyists, and political action committees
- ways interest groups can influence government

Vocabulary

Study the vocabulary words and definitions below.

bias	the personal slant of a writer or speaker
coalition	two or more pressure groups that have joined forces
influence	power to affect a decision
interest group	a group of people who share common beliefs or goals and may try to influence government decisions regarding those beliefs
lobbying	organized effort to influence government decisions
lobbyist	a person who works for an interest group
political action committee (PAC)	a committee formed by an interest group to raise money for political campaigns
pressure group	an interest group that tries to influence government decisions

propaganda	the spreading of ideas intended to influence people's beliefs or attitudes
public opinion	what people think or believe

Influencing Government

Most Americans would like to be able to **influence** or have an affect on, government decisions. We all have opinions about government actions such as the closing of military bases, raising taxes, controlling gun purchases, or allowing prayer in school. As individuals, we can try to influence decisions such as these by voting for candidates who feel the same way we do or by writing our Congressmen or President.

Interest Groups

When we join forces with others who have similar concerns, we become part of an **interest group**. An interest group is a group of people who share common beliefs or goals and who may try to influence government decisions affecting those beliefs. Members of Mothers Against Drunk Driving (MADD), for example, work to get harsher penalties for drunk drivers. The National Rifle Association (NRA) tries to stop Congress from passing laws that would make purchasing guns more difficult.

Members of interest groups use many tactics to influence decisions. Any organized effort to influence government decisions is known as **lobbying**. The people who carry out these tactics—and particularly those who are paid to do so—are known as **lobbyists**. What kinds of people are lobbyists? Many lobbyists are former government officials. They usually have friends in high places. Many other lobbyists are lawyers and public relations experts. All lobbyists must be able to convince the people in power of the point-of-view of the interest group they represent. Some strategies lobbyists use to pass or kill legislation include the following listed below.

- providing information to legislators about their cause
- using publicity such as bumper stickers, pamphlets, and TV and radio ads
- staging rallies or demonstrations
- campaigning for candidates sympathetic to their cause
- staging letter-writing campaigns

One way to influence **public opinion** is the use of **propaganda**. Propaganda is the systematic spread of ideas or beliefs by individuals or groups in order to influence people's behavior or political choices. Mass media, which includes TV, radio, and newspapers, is often used to spread certain ideas or points-of-view. The tremendous growth of mass media means that ideas can be spread even farther and faster. Mass propaganda has been used for good and bad purposes in an attempt to change people's ideas or opinions.

Kinds of Interest Groups

Interest groups generally fall into one or more categories. They all have the same basic wish. They wish the government to make decisions which are in keeping with their beliefs to help them reach their goals.

The chart below gives examples of some types of interest groups.

Categories of Interest Groups

Kind of Interest Group	Focus	Example
Business and Industry	represents companies in the same line of work	American Dairy Association, National Association of Real Estate Brokers
Labor	represents companies in the same field	American Postal Workers, United Mine Workers, United Steelworkers of America
Ethnic	represents members of particular race or ethnic group	Japanese-American Citizens League, National Association for the Advancement of Colored People (NAACP), National Association of Italian Americans
Issue-Oriented	focuses on a particular issue or area of concern	Mothers Against Drunk Driving (MADD), National Cancer Society, Right to Life, Students Against Destructive Decisions (SADD)
Environmental	works to save endangered animals, stop pollution, etc.	Friends of the Earth, National Audubon Society, National Wildlife Federation, Sierra Club
Consumer	works for consumer and product safety	Alliance for Consumer Rights
Professional	represents persons in specialized fields of employment	American Bar Association, American Medical Association, National Education Association

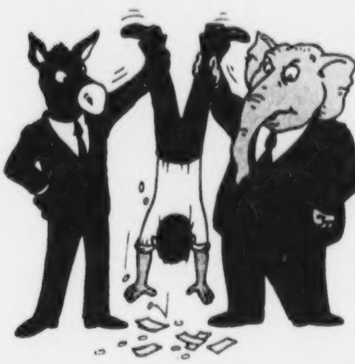
Pressure Groups

An interest group becomes a **pressure group** when it decides to try to influence the government, usually by using lobbyists. Pressure groups may unite for added strength. Two or more pressure groups joined together are known as a **coalition**.

Political Action Committees

One of the factors which determines the success of interest groups in furthering their causes is the amount of money they have to spend. A **political action committee** (PAC) may be set up by any interest group to raise money and donate it to candidates who favor a certain position on an issue. Business groups, labor groups, or any other interest groups may set up a PAC.

There is at least one serious problem with PACs. Because PACs can raise large amounts of money for a candidate, a PAC can sometimes exert too much influence over the candidate's campaign.



Successful political campaigns cost thousands—sometimes millions— of dollars to run. A candidate has to accept contributions from individuals and interest groups in order to meet the expenses of his or her campaign. It may be very hard for candidates to forget about the groups that helped them win once they are in office.

There are laws limiting political contributions by individuals. A person cannot contribute more than $1,000 to a candidate for each election the candidate enters. This means a candidate running first in a primary and then a general election can receive no more than $2,000 from any one person. PACs, however, are not subject to the same limits. Some people believe that tighter limits should be placed on PAC contributions.

Recognizing Bias

Bias is the personal slant of a writer or speaker. Learning to recognize bias allows you to distinguish the facts from the opinion of the person presenting them. It will help you to evaluate different points of view. A *fact* can be proven by evidence such as records, documents, or unbiased sources. An *opinion* may contain some truth, but also contains personal bias or value-based statements. We are constantly being bombarded with commercials and political advertisements that contain bias. It is important to be able to recognize bias and make clear decisions.

The following checklist will help you recognize bias.

- What ideas does the writer or speaker want you to accept?
- What statements are being used to communicate or support the idea?
- What are the basic facts of the message?
- How can these statements be verified or proven?
- Are there words or phrases that color the facts in a negative or positive light?
- Are there subtle words like *still* and *always*?

For example:

1. Do you think interest groups *still* have too much influence on Congress?
2. Do you think interest groups have too much influence on Congress?

The first question invites people to say *yes* because the word *still* makes it seem as if there is an existing problem with interest groups.

Practice

Use the chart on page 106 and the list of **interest groups** *below to write the correct name of each group under the heading.*

American Medical Association
American Postal Workers Union
Friends of the Earth
Mothers Against Drunk Driving (MADD)
National Association for the Advancement of Colored People (NAACP)
National Association of Italian Americans
National Education Association
National Wildlife Federation
Right to Life
United Mine Workers

Ethnic

____

____

Professional

____

____

Issue-Oriented

____

____

Labor

____

____

Environmental

____

____

Practice

Choose an **interest group** *from the chart on page 106 and write its focus. Then describe three ways you think the government could help the group you chose.*

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. what people think or believe

______ 2. organized effort to influence government decisions

______ 3. the spreading of ideas intended to influence people's beliefs or attitudes

______ 4. a group of people who share common goals and try to influence government decisions regarding those beliefs

______ 5. two or more pressure groups that have joined forces

______ 6. an interest group that tries to influence government decisions

______ 7. power to affect a decision

______ 8. a committee formed by an interest group to raise money for political campaigns

A. coalition

B. influence

C. interest group

D. lobbying

E. political action committee

F. pressure group

G. propaganda

H. public opinion

Practice

Think about something you feel very strongly about. (For example: Changing your curfew from 9:00 p.m. to 11:00 p.m.) **Lobby** *someone—your parents, your teacher, your principal—by writing a* **convincing argument** *for your idea.*

Practice

Select an article from the **editorial** *page of a* **newspaper***. Write a list of the* **facts** *presented by the article in one column and a list of the* **opinions** *in the other column. Write a paragraph about the* **biased issues** *you noted and support your findings. (Refer to the checklist on page 108.)*

Name and date of newspaper ______________________________

Title and page of article ______________________________

Facts	Opinions
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Biased issues and support of your findings: ____________________

____

____

____

____

____

____

Unit 6: Civil Rights

This unit emphasizes the relationship between majority rule and individual rights as it is reflected in our legal and governmental systems and as it changes through the interpretation of the Constitution.

Unit Focus

- individual rights protected by the Constitution
- how individual rights may be limited by the majority
- federal laws that have had an impact on civil rights
- Supreme Court cases which have affected civil rights

Vocabulary

Study the vocabulary words and definitions below.

affirmative action	a government policy encouraging the acceptance of minorities in school admissions and hiring practices
bail	money paid for an accused person's release from jail and held by the court until the accused returns for trial
civil rights	personal rights guaranteed to all individuals
double jeopardy	trying a person twice for the same crime; the Constitution does not allow this
due process of law	fair and equal treatment by the court system
libel	printing lies about a person
majority	more than half
majority rule	the idea that the majority of the people should make the decisions
Miranda warning	the name given to a set of statements that law enforcement officers are required to make to inform a suspect of his or her rights; the result of the Supreme Court decision of *Miranda v. Arizona (1966)*

minority	less than half
petition	written request submitted to government officials
quotas	holding a specific number of jobs or school openings for minorities only
reverse discrimination	favoring minority individuals over equally qualified majority individuals
search warrant	a written order signed by a judge giving permission to search a home or other property
separate but equal doctrine	the idea that separation of races is acceptable as long as facilities and legal protections for each race are equal
separation of church and state	the restriction which prohibits government interference with religious issues
slander	making false oral statements about a person

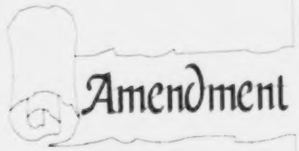
Civil Rights

One of the biggest problems that the United States has had under the Constitution (see Appendix A) is trying to protect the rights of the individual, called **civil rights**, while maintaining the practice of **majority rule**.

The United States Constitution sets up a government that is based on the idea that the **majority** of the people should decide how things are done. This is democracy in action. The side with the majority (more than half) of the votes wins elections and makes decisions. At the same time, the writers of the Constitution worked hard to protect the rights of the **minority**. This means that individual rights given to citizens cannot be taken away—even if they apply to less than half of the people.

Constitutional Amendments

The writers of the Constitution also made provisions for the growth of the government. In Article V of the Constitution, the writers outlined the method for the citizens to change their government. While citizens cannot change what is already written in the Constitution, they can make changes by writing amendments to the Constitution. Article V describes two ways to propose and two ways to ratify (or pass) amendments. (See Unit 3.) Because all amendments require the approval of the majority of the people (at least three-fourths of the states), passing an amendment may take a very long time.



Since 1791, 27 amendments have been added to the Constitution.

Since 1791, 27 amendments have been added to the Constitution. (See Appendix A.) Americans were not happy with the original Constitution and demanded that their rights as citizens or their individual rights be listed. The first 10 amendments were added soon after the original Constitution was approved in 1787. Those 10 amendments came to be called the Bill of Rights. (See Appendix D.)

The Bill of Rights lists many rights guaranteed to the individual. Most of the 27 amendments refer to the rights of the people. (A listing of the 27 amendments appears on the following page.)

The Constitutional Amendments

Number	Amendment
1	**Freedom** of religion, speech, press, assembly, and petition *
2	**Right** to bear arms *
3	**Freedom** from housing of troops in private homes *
4	**Right** to fair searches and seizures *
5	**Right** of persons accused of a crime *
6	**Right** to a fair and speedy trial *
7	**Right** to sue *
8	**Right** to fair bail, fines, and punishments *
9	**Freedom** to obtain other additional rights *
10	**Powers** reserved to the states
11	**Right** to sue a state*
12	**Election** procedure for the President and Vice President
13	**Freedom** from slavery *
14	**Right** to citizenship; representation in Congress; punishment for rebellion; and equal protection under the law *
15	**Right** to vote of citizens *
16	**Income tax**
17	**Right** to elect Senators *
18	**Prohibits** (outlaws) alcoholic beverages
19	Women's **right** to vote *
20	Presidential **Inauguration**
21	**Legalizes** alcoholic beverages *
22	**Limits** President's term
23	**Electoral votes** for Washington, D.C.*
24	**Protection** from poll taxes (taxes on voting) *
25	**Presidential disability**
26	**Right** to vote of 18 year olds *
27	Congressional **compensation** changes

** individual rights guaranteed to citizens of the United States*

The First Amendment

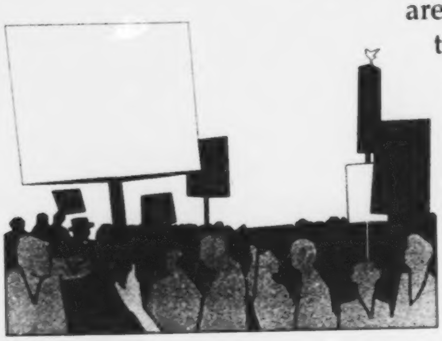
One of the most important amendments is the First Amendment, which states that all citizens must be given freedom of religion, speech, press, assembly, and **petition**. Let's take a brief look at each one of these guaranteed freedoms.

Freedom of Religion. This portion of the First Amendment states that citizens must be free to follow the religion of their choice. It also means that citizens cannot be forced to practice any religion if they do not wish to do so. The idea of freedom of religion also established the concept of **separation of church and state**. If religious involvement is truly to be an individual freedom, the government must not promote any one religion or group of religions.

The concept of freedom of religion (and separation of church and state) has resulted in a number of court cases. In *Engele v. Vitale (1962)*, the Supreme Court ruled that public school students could not be required to start each day with a prayer. In an earlier case, *West Virginia Board of Education v. Barnette (1943)*, the Supreme Court granted children belonging to the Jehovah's Witness religion the right to refuse to salute the flag because it went against their religious beliefs.

Freedom of Speech and the Press. The First Amendment also guarantees all citizens the right to express their opinions. Free speech may not, however, be used in ways which will harm others. Freedom of speech and freedom of the press may be withdrawn in matters of national security and with regard to obscene material. In addition, there are laws protecting citizens against **libel** and **slander**. Libel refers to printing untrue statements about an individual; slander refers to making oral statements which are false.

Freedom of Assembly and Petition. All people are given the right to assemble peacefully to express their opinions. This may include pickets, rallies, or other demonstrations. Some limits, such as requiring permits for marches, may be invoked. The right to assemble is one way we have of making our feelings known to the government. A petition, or written request submitted to government officials, is another way.



Rights of the Accused

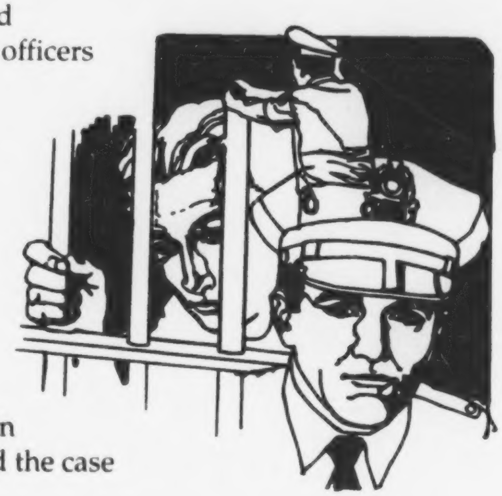
A number of amendments to the Constitution protect individuals accused of crimes. These include the Fourth, Fifth, Sixth, and Eighth Amendments.

The Fourth Amendment. The Fourth Amendment limits the government's right to search. Police or other officials may not search a person's home or take any of his or her property without the written consent of a judge. This written consent is called a **search warrant**.

The Fifth Amendment. The Fifth Amendment encompasses a number of the rights of accused persons. A person cannot be charged with a crime unless a grand jury decides there is enough evidence against that person. A person cannot be forced to give evidence against himself or herself. A person must be given **due process of law** (fair and equal treatment by the court system). In addition, a person cannot be tried for the same crime twice—even if new evidence might prove that person's guilt. This is known as **double jeopardy**.

From watching television, you may be familiar with the Miranda statement used by police. It begins, "You have the right to remain silent. Anything you say can and will be used against you in a court of law…." This warning is a result of the Supreme Court case *Miranda v. Arizona (1966)*, which was a test of our Fifth Amendment rights. In this case, the Supreme Court Justices held that persons accused of crimes must be informed of their rights so that they are aware that they do not have to give evidence against themselves. The **Miranda warning** is now a standard procedure among law enforcement officers all around the country.

The Sixth Amendment. The Sixth Amendment lists further rights of the accused. These include the right to a speedy trial, the right to trial by jury, and the right to be represented by a lawyer. Citizens have not always been given the right to be represented by a lawyer, however. In 1963, the Supreme Court considered the case

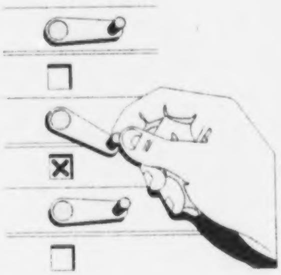


of *Gideon v. Wainright.* Clarence Earl Gideon, convicted of theft, claimed that because he had been too poor to hire a lawyer, his rights had been denied. The Supreme Court agreed and today, those who cannot afford lawyers are provided one by the court.

The Eighth Amendment. The Eighth Amendment offers additional protection for the accused. This amendment states that **bail** (money paid for release of an accused person from custody and held by the court until the accused returns to trial) must be fair. This amendment provides that no "cruel and unusual" punishments may be used.

Voting Rights

Four of the amendments to the Constitution are concerned with voting rights of all citizens. Amendment 15 states that no citizen shall be denied the right to vote because of race or color. Amendment 19 gave women the right to vote. Amendment 24 prohibited charging a poll tax (voting tax). Amendment 26 lowered the voting age to 18. Before Amendment 26 in 1971, 18-year-olds could be drafted but could not vote.



voting

Other Supreme Court Cases Affecting Civil Rights

A number of other landmark Supreme Court cases have had an effect on the individual rights of Americans. Here we will consider three of them.

***Plessy v. Ferguson* (1896).** In this case, Homer Plessy, an African-American man, refused to move from an area on a train reserved for whites. He said that this policy violated his Fourteenth Amendment right to equal protection under the law. The Supreme Court disagreed, saying that as long as the two areas were "equal," separation was acceptable. This became known as the **separate but equal doctrine**.

***Brown v. Topeka Board of Education* (1954).** In a test of the separate but equal doctrine, the parents of Linda Brown sought to enroll their daughter in a school for white children which was closer to their home than the nearest school for African-American children. The Supreme Court in this ruling decided that schools could *not* be both separate and equal and ordered desegregation in the schools.

Bakke v. Regents of the University of California (1978). In order to reduce discrimination, the United States government adopted a policy of encouraging acceptance of minorities in schools and workplaces. This policy was known as **affirmative action**. One result of this policy was the court case concerning Allen Bakke, a white male, who had failed to get admitted into a California medical school. Bakke claimed that this was due to **reverse discrimination**—the acceptance of minorities over whites whose qualifications were equal or better.

According to Bakke, this was a violation of his 14th Amendment right to equal protection under the law. The Supreme Court handed down a two-part decision. First, it said that the use of **quotas** (holding a specific number of slots for minorities) was unconstitutional. In the second part, however, the court gave its support to the concept of affirmative action.

Legislative Acts

Not all the decisions regarding civil rights are made in the courts. Some changes have occurred as the result of laws which extend or further guarantee our individual rights. These include the following:

- **Civil Rights Act of 1964.** This law prohibits discrimination on the basis of race, religion, or national origin in all public places such as hotels, restaurants, and theaters.

- **Civil Rights Act of 1968.** This law forbids discrimination in housing on the basis of race, religion, or national origin.

- **Voting Rights Act of 1965.** This law stopped the practice of requiring written tests in order to be allowed to register to vote. This law increased voting rights for minorities and others who spoke little or no English.

- **Gun Control Act of 1968.** This law requires the licensing of certain guns and forbids the sale of handguns to persons under 21 and rifles to those younger than 18. This is an example of a law that limits individual rights in order to protect the majority.

Taking a Stand

Many of the amendments to the Constitution are controversial. This means many people disagree with and argue about the way the amendments should be interpreted. Read about the following controversial issues and decide if you agree with them or not.

Searches and Seizures

The Fourth Amendment deals with citizen's right to fair searches and seizures. This means a police officer must have a search warrant to search a private home. However, armed with evidence that someone in the home committed a crime, the police officer may conduct a search without a search warrant. This is known as *probable cause.*

The Fourth Amendment may not apply in your school. In the case of *New Jersey v. T.L.O. (1985)*, the Supreme Court ruled the school officials do not need valid warrants or probable cause to search students or their property. All that is needed is the belief the search will disclose that the student has broken school rules.

The Death Penalty

The Eighth Amendment protects prisoners against cruel and unusual punishment. However, many people disagree about the meaning of cruel and unusual punishment.

Freedom of Speech

The First Amendment protects the right to march, demonstrate, and form picket lines. However, demonstrators are not allowed to endanger public safety, stop traffic, illegally trespass, or block the sidewalks. Groups like the Ku Klux Klan are allowed to make public speeches or march in parades.

In *Hazelwood School District v. Kuhlmeier (1988)*, the Court stated that school officials have the authority to limit freedom of speech. For example, they are allowed to regulate school newspapers, plays, and pep rallies. They can also suspend students from school for lewd and indecent speech at school events.

Practice

Use the list below to complete the following statements.

affirmative action
double jeopardy
due process of law
majority rule
reverse discrimination
separate but equal doctrine
separation of church and state

1. Every accused person must be given ____________________, or fair and equal treatment by the court system.
2. Because the Constitution requires ____________________, the government may not interfere in church affairs.
3. In *Brown v. Topeka Board of Education*, the ____________________ was declared unconstitutional.
4. Elections are decided based upon the concept of ____________________.
5. While ____________________ encourages acceptance of minorities in hiring, ____________________ refers to special favors given to minorities.
6. Trying a person twice for the same crime is known as ____________________.

Practice

For each situation below, at least one important **freedom** *or* **right** *is described. Match the freedom or right with the correct* **amendment** *to the* **Constitution**. *Write the letter on the line provided.*

_____ 1. Joan Ford received her first voter registration card on her 18th birthday.

_____ 2. Jim White was arrested for stealing a car. He has been granted the right to post bail by the court.

_____ 3. Sally Jones signed a petition to save the whales. The petition was sent to her United States Senator.

_____ 4. John James' trial date has been set for next Thursday. He was arrested two weeks ago for a robbery.

_____ 5. Sue Wales' car was searched by a policeman. She had been stopped for running a red light.

A. Eighth Amendment (8th)

B. First Amendment (1st)

C. Fourth Amendment (4th)

D. Sixth Amendment (6th)

E. Twenty-sixth Amendment (26th)

6. Which of these cases seems to go against the civil rights of the people involved? Explain.

____

____

____

____

____

Practice

Identify the correct **First Amendment freedom** *is illustrated in each of the statements below. Write the First Amendment freedom on the line provided.*

1. people hold an anti-war rally:

   Freedom of ______________________

2. a newspaper article exposes government waste:

   Freedom of ______________________

3. a young Amish man refuses to register for the draft:

   Freedom of ______________________

4. a woman collects signatures to get an independent candidate listed on the ballot:

   Freedom of ______________________

5. a speaker's comments on a particular topic:

   Freedom of ______________________

6. List a situation you think would most likely not be protected by the First Amendment. Why?

   ____

   ____

   ____

   ____

   ____

   ____

Practice

Explain how the accused person's **civil rights** *are being* **violated** *in each of the following situations.*

1. Two months after Terry is found innocent of a crime, new evidence surfaces, and she is brought before a judge again.

2. Robin calls the police to his home to report a theft. While the police are there, they become suspicious and begin looking for drugs.

3. James, with no previous criminal record, is sentenced to 10 years in jail for stealing a roll of film.

4. Against her will, Chris is called to the stand and asked if she used the stolen credit card.

Practice

Match the **issue** *involved with the correct* **Supreme Court case or law**. *Write the letter on the line provided.*

______ 1. prohibits discrimination in housing

______ 2. guarantees freedom of religion (right not to pray)

______ 3. required telling accused of their rights

______ 4. case that desegregated schools

______ 5. guarantees right to a lawyer

______ 6. prohibits use of "quotas"

______ 7. prohibits discrimination in public place

______ 8. allowed separate but equal facilities

A. *Bakke v. University of California*

B. *Brown v. Topeka Board of Education*

C. Civil Rights Act of 1964

D. Civil Rights Act of 1968

E. *Engele v. Vitale*

F. *Gideon v. Wainright*

G. *Miranda v. Arizona*

H. *Plessy v. Ferguson*

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. written request submitted to government officials

______ 2. money paid for an accused person's release from jail and held by the court until the accused returns for trial

______ 3. printing lies about a person

______ 4. making false oral statements about a person

______ 5. holding a specific number of jobs or school openings for minorities only

______ 6. favoring minority individuals over equally qualified majority individuals

______ 7. a written order signed by a judge giving permission to search a home or other property

______ 8. fair and equal treatment by the court system

A. bail

B. due process of law

C. libel

D. petition

E. quotas

F. reverse discrimination

G. search warrant

H. slander

Practice

Answer the questions below. There is no right or wrong answer, since this is **your opinion**. *Refer to page 125.*

1. Do school officers have the right to search your locker, your book bag or your purse?

   Why or why not? ______________________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

2. Is the death penalty cruel and unusual punishment?

   Why or why not? ______________________________

   ____

   ____

   ____

   ____

   ____

   ____

3. Should some groups that are offensive to some people be allowed to speak in public?

Why or why not? ____________________

4. Should students be allowed freedom of speech at school?

Why or why not? ____________________

Practice

Use the list below to write the correct term for each definition on the line provided.

bail
civil rights
libel
minority
petition
quotas
search warrant
slander

____________________ 1. less than half

____________________ 2. making false oral statements about a person

____________________ 3. personal rights guaranteed to all individuals

____________________ 4. money paid for an accused person's release from jail and held by the court until the accused returns for trial

____________________ 5. written request submitted to government officials

____________________ 6. printing lies about a person

____________________ 7. written order signed by a judge giving permission to search a home or property

____________________ 8. holding a certain number of job or school openings for minorities only

Unit 7: Government Transformation: The 1920s and 1930s

This unit emphasizes the Roaring Twenties and the Great Depression of the 1930s.

Unit Focus

- social transformations that took place in the 1920s and 1930s
- principle political and economic factors that led to the Great Depression
- legacy of the Depression in American society
- how cultural and technological characteristics can link or divide regions
- how personal, political, and economic rights reinforce each other
- how government taxes, policies, and programs affect individuals, groups, businesses, and regions

Vocabulary

Study the vocabulary words and definitions below.

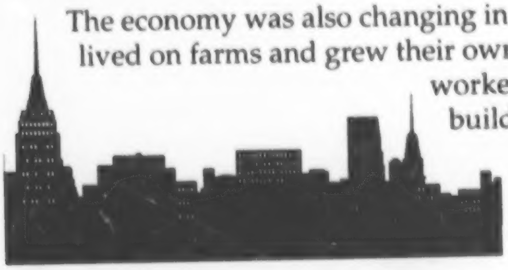
Black Tuesday	name given to October 9, 1929, when stock prices fell sharply
bootleggers	people who smuggled alcoholic beverages into the United States during Prohibition
credit	an arrangement in which a buyer pays later for a purchase, often on an installment plan with interest charges
Dow Jones Industrial Average	a measure based on the prices of the stocks of 30 large companies, widely used as a gauge of the stock market's health
Dust Bowl	the region, extending from Texas to North Dakota, made worthless for farming by drought and dust storms during the 1930s
flapper	one of the freethinking young women who embraced the new fashions and urban attitudes of the 1920s
Franklin D. Roosevelt	President from 1933 to 1945; created the "New Deal" program, which eased the hardship of the Depression for Americans
Great Depression	a period lasting from 1929 to 1941, during which the United States economy was in a severe decline and millions of Americans were unemployed

Harlem Renaissance	a flowering of African-American artistic creativity during the 1920s centered in the Harlem community of New York City
installment plan	an arrangement in which a purchaser pays over an extended period of time without having to put down money at the time of purchase
NAACP	the National Association for the Advancement of Colored People; an organization founded in 1909 to promote full racial equality
New Deal	President Franklin D. Roosevelt's program to alleviate the problems of the Great Depression, focusing on the relief for the needy, economic recovery, and financial reform
Prohibition	the legal banning of the manufacture, transportation, and sale of alcoholic beverages
Social Security Act	a law enacted in 1935 to provide aid to retirees, the unemployed, people with disabilities, and dependent mothers and children
speakeasies	places where alcoholic drinks were sold and consumed illegally during Prohibition
stock market	the place where shares of businesses (stock) are bought and sold
urbanization	the growth of cities

Government Transformation: The 1920s and 1930s

The 1920s were a time of excitement and change. Between 1922 and 1929, migration to the cities accelerated, with nearly two million people leaving farms and towns each year. This phenomenon is known as **urbanization**.

The Roaring Twenties



The economy was also changing in America. People no longer lived on farms and grew their own food. They lived in cities and worked in factories and high-rise buildings. Life was fast-paced instead of leisurely. Speculators made fortunes in the **stock market**. The stock market is a place where shares of businesses are bought and sold. In the 1920s many businessmen engaged in speculation—that is, they made risky business transactions on the chance of a quick profit. Many investors began buying on margin—paying a small percentage of a stock's price as a downpayment and borrowing the rest. This worked well when stock prices were going up. Speculators could sell their stocks and pay off the debt they had borrowed. However, if stocks declined, there was no way to pay off the loan.

The 18th Amendment

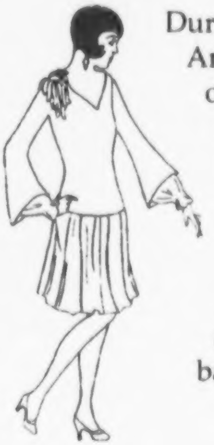
Social values were also changing in the 1920s. Small-town attitudes often clashed with city lifestyles. For example, in January 1920, the 18th Amendment went into effect. This amendment prohibited the manufacture, sale, or transportation of alcoholic beverages. This became known as **Prohibition**. Some people known as *reformers* considered alcohol a cause of corruption in big cities. They believed that the prohibition of alcohol would get America's morals back on track.

The effort to stop Americans from drinking was doomed from the beginning. Look at the difficulty the United States faces today with illegal drug use; reformers of the 1920s faced similar problems. There was a lack of government funding to enforce the Prohibition laws. It was impossible to patrol the entire United States and track down illegal alcohol manufacturers.

During Prohibition, drinkers got around the 18th Amendment by going to hidden saloons and nightclubs called **speakeasies**. People also bought alcohol from people called **bootleggers**. Bootleggers often carried alcohol in the legs of boots and smuggled liquor from Canada, Cuba, and the West Indies.

Despite all of these problems, the 18th Amendment remained in effect until 1933, when it was repealed by the 21st Amendment.

The Decade of the Woman



During the Twenties, a new ideal woman emerged. American women won the right to vote with the passage of the 19th Amendment to the Constitution. With this new freedom and equality, the image of a woman's place in society began to change. One such image was represented by the **flapper**, a freethinking young woman who embraced the new fashions and attitudes of the day. Dark, ankle-length dresses disappeared, and bright, waistless dresses an inch above the knee appeared. Many women were pulled back and forth between old and new standards.

The Harlem Renaissance

During the 1920s, some African Americans began to move north from the farms to cities like New York. Some left the South because of economic inequality. In general, Northern cities didn't welcome the massive movement of African Americans to the cities. Unfortunately, many African Americans were greeted with race riots. In response, the National Association for the Advancement of Colored People (**NAACP**) urged

African Americans to protest racial violence with marches and organized protests. The NAACP represented the new, more organized voice of African Americans seeking a better place in American society.

Many African Americans who migrated north moved to Harlem, a neighborhood in New York City. There, a flowering of African-American creativity known as the **Harlem Renaissance**. Langston Hughes was the movement's best-known poet, and Zora Neale Hurston was one of the most accomplished writers of the era. Louis Armstrong, Duke Ellington, and Bessie Smith all rocketed to fame in the 1920s jazz era.

The Stock Market Crash and the Great Depression

As the Roaring Twenties came to a close, the downturn of the economy signaled an end of an era. In 1929 the stock market crashed, marking the beginning of the **Great Depression**. This economic collapse brought enormous suffering to Americans from all walks of life.

On October 29, 1929—known as **Black Tuesday**—the bottom fell out of the stock market. Therefore, the **Dow Jones Industrial Average**, the measure based on the stock prices of 30 representative companies trading on the New York Stock Exchange, fell dramatically and continued to fall until 1932. People and corporations tried frantically to sell their stocks before prices plunged even lower. However, millions of Americans went bankrupt as a result of the Stock Market Crash. The crash alone did not cause the Great Depression, but it did make the Depression more severe. The main causes of the Depression are listed below.

The Main Causes of the Depression

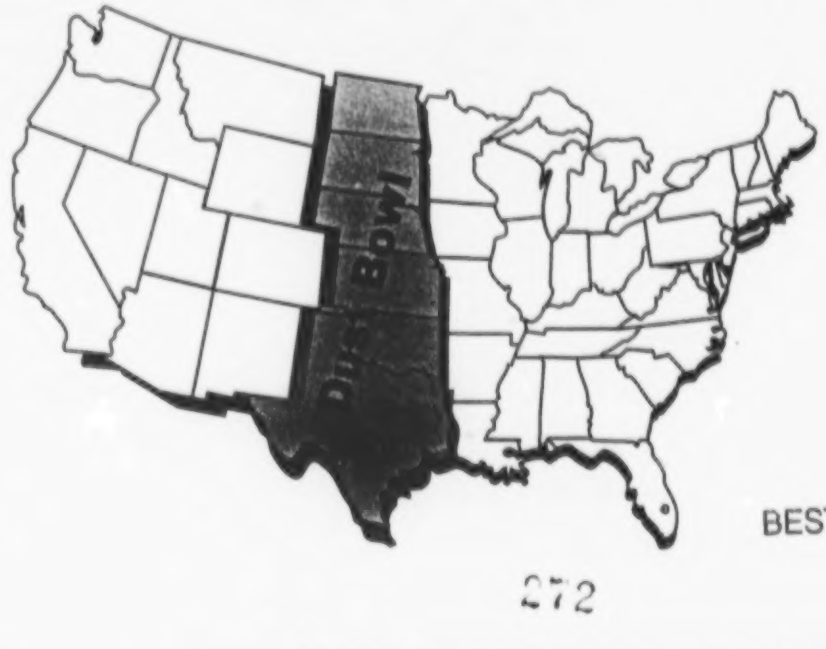
- old and decaying equipment in factories
- a crisis in the farm sector—farmers produced more than they were able to sell
- availability of easy **credit**—many people went into debt buying goods on the **installment plan**
- uneven distribution of income—too little money in the hands of the working people

All of these factors led to the Great Depression, the period from 1929 to 1941, when the economy declined severely and millions of people were out of work. People no longer could afford to buy consumer goods even though factories continued to produce such items as automobiles and clothing.

In cities across the country, people who lost their jobs could no longer pay their rent or mortgages. Before long, large *shantytowns*—little towns consisting largely of shacks—sprang up on the outskirts of cities. Life for people in the farm areas during the Depression was hard, but they were able to feed their families by growing their own food. In the cities, charitable organizations offered free soup and bread to the needy. Homeless people waited in long soup lines to receive food.

The Dust Bowl

In the early 1930s, a drought wreaked havoc on the Great Plains, causing the area to be called the **Dust Bowl**. The farmers of the Great Plains had exhausted the land through overproduction of crops and made the grasslands unsuitable for farming. When the drought and winds began in the 1930s, little grass was left to hold the soil down. Dust traveled hundreds of miles. Farmers had to leave their precious land and livelihoods. Many displaced farmers traveled to California. The map below of the United States shows the area hit hardest by the drought.



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The New Deal

In 1932 Americans rejected President Herbert Hoover in favor of the Democrat **Franklin D. Roosevelt**. Many Americans blamed Republicans and Hoover for the Great Depression. Many Americans were hopeful the new president would find a solution to America's economic problems. Roosevelt campaigned to provide financial relief such as work projects and direct relief. This program designed to solve the problems of the Great Depression became known as the **New Deal**, a phrase from a campaign speech in which Roosevelt had promised "a new deal for the American people."

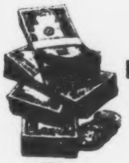
President Hoover

President Roosevelt

On taking office, Roosevelt launched into a period of intense legislation to get the nation back on track. Congress passed more than 15 major pieces of New Deal legislation. These laws and others that followed significantly expanded the federal government's role in the nations economy. Prior to the Great Depression, the government had a hands off approach to the economy. This was based on the "survival of the fittest" philosophy which means only the strong will survive. This meant the government did not believe in stepping in and helping the nation's poor. Each person had the same opportunity for success. The presidency of Franklin D. Roosevelt (FDR) forever changed the role of government in the economy. For the first time, the government took steps to even the playing field and provide economic equality. Some critics think Roosevelt went too far. They believe the New Deal interfered with the workings of the free market economy.

One of the most important achievements of the New Deal was the creation of the Social Security system. The **Social Security Act** created old age insurance for retirees 65 or older and their spouses, provided money to the unemployed, and gave aid to families with dependent children and the disabled.

Despite the criticisms, the New Deal brought relief to both rural and urban workers. It helped women with dependent children, people who were elderly or disabled, and it brought help to African Americans, Latinos, and Native Americans.



Legacy of the New Deal

Most conservatives think President Roosevelt's policies made the federal government too large and powerful by involving government agencies in the nation's finances, agriculture, industries, and housing. They believe the government stifled free enterprise and individual initiative. Liberal critics argue Roosevelt's plan did not go far enough to solve economic inequalities. The nation still had only a few very rich people and an enormous number of poor people. Supporters of the New Deal believe Roosevelt helped the country recover from the Great Depression in the ways listed below.

Banking and Finance: Securities and Exchange Commission (SEC) monitors the stock market. Federal Deposit Insurance Corporation (FDIC) to reassure individual depositors their savings are protected against loss in the event of a bank failure.

The Farmers: Quotas on crop production to prevent surpluses. Price supports to ensure farmers get a fair price in the market.

The Labor Front: Protection of workers rights (banning child labor and setting standards for wages and hours).

Expanding the Government's Role in the Economy: Giving the president a more active role in shaping the economy.

The Environment: Conservation projects designed to protect the nation's natural resources.

The New Deal legacy has many aspects. It has brought hope and gratitude from people who are poor or elderly, and it has brought anger and criticism from those who believe it has taken more of their money in taxes and curtails their freedom through increased government regulation.

Practice

Use the list below to complete the following statements.

bootleggers
credit
Dow Jones Industrial Average
installment plan
NAACP
New Deal
Prohibition
Social Security Act
speakeasies

1. During Prohibition, alcoholic drinks were sold and consumed at ____________________ .

2. ____________________ hid illegal alcohol in their boots.

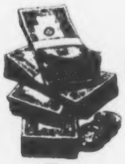
3. The ____________________ is a measure based on the prices of stocks of 30 large companies.

4. People who are elderly or disabled receive a monthly income because of the ____________________ .

5. President Roosevelt called his plan to end the Great Depression the ____________________ .

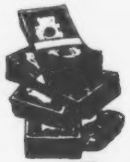
6. ____________________ was the result of the 18th Amendment which made the sale, manufacture, and transportation of alcohol illegal.

7. ____________________ is an abbreviation for the National Association for the Advancement of Colored People.



8. An arrangement in which a purchaser pays for an item over an extended period of time is called the ______________________ .

9. Buying on ______________________ is when a buyer pays later for a purchase, often with interest charges added to an installment plan.



Practice

Answer the following questions using short answers.

1. To where did many people begin to move between 1922 and 1929?

____

2. Many people played the stock market. What happened when stock prices went up? What happened when stock prices went down?

____

____

____

3. How did women's fashions change in the 1920s? ______________

____

4. Many African Americans moved north during the 1920s. How were they treated in the North?

____

5. What catastrophic event led to the Great Depression? ____________

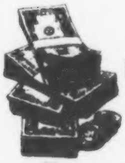
____

6. What natural disaster caused Midwestern farmers to move to California?

____

7. What Democratic President campaigned for a "New Deal"?

____



Practice

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. When you buy a share of stock, you own a small part of a business.

__________ 2. One cause of the Depression was old, outdated equipment in factories.

__________ 3. President Roosevelt did nothing to end the suffering of millions of Americans during the Depression.

__________ 4. The Depression ended in one year.

__________ 5. President Roosevelt's plan for ending the Depression was called the "New Deal."

Practice

Match each **cause** *with the correct* **effect**. *Write the letter on the line provided.*

_____ 1. Too many people decided to sell their stocks on October 29, 1929.

_____ 2. Farmers grew more crops than they could sell.

_____ 3. During the Depression, most Americans had very little money.

_____ 4. The Depression grew worse when Hoover was President.

A. It was hard to pay for food, clothes, and homes.

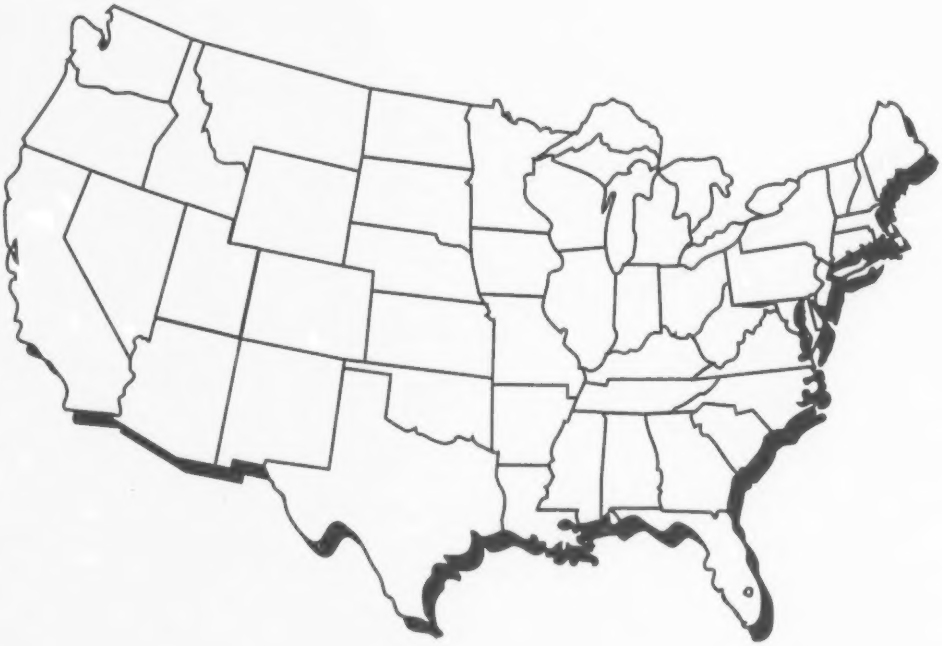
B. The stock market crashed.

C. Crops were sold at very low prices.

D. Americans felt Hoover did not do enough to end the Depression.

Practice

Shade in the areas hit hardest by the **drought** *in the region called the* **Dust Bowl**. *Use a* **map** *or* **atlas** *and list the states you shaded on the lines provided.*



Practice

Answer the following using short answers.

1. Imagine moving from a farm community to a large city or vice versa. How might your life change?

   ____

   ____

   ____

2. How would you feel about your old friends? ______________

   ____

   ____

   ____

3. How do you think your old friends would feel about you? ______

   ____

   ____

   ____

4. Do you think differences in lifestyles can cause conflicts between people?

   ____

   Why or why not? ________________________________

   ____

   ____

   ____

Practice

Follow the directions below.

1. Complete the following chart on the pros (for Prohibition) and cons (against Prohibition).

PROS	CONS

2. If you were a legislator being asked to vote for the 18th Amendment, what would you say?

Explain.

3. Should the government attempt to change people's moral behavior?

Why or why not?

Practice

Follow the directions below.

1. Write a paragraph describing a fashionable young woman today. Be sure to include the following: the style of clothing she wears, her hairstyle, makeup, jewelry, and other accessories.

2. What clothes are most popular?

3. How do these styles reflect American society in the present?

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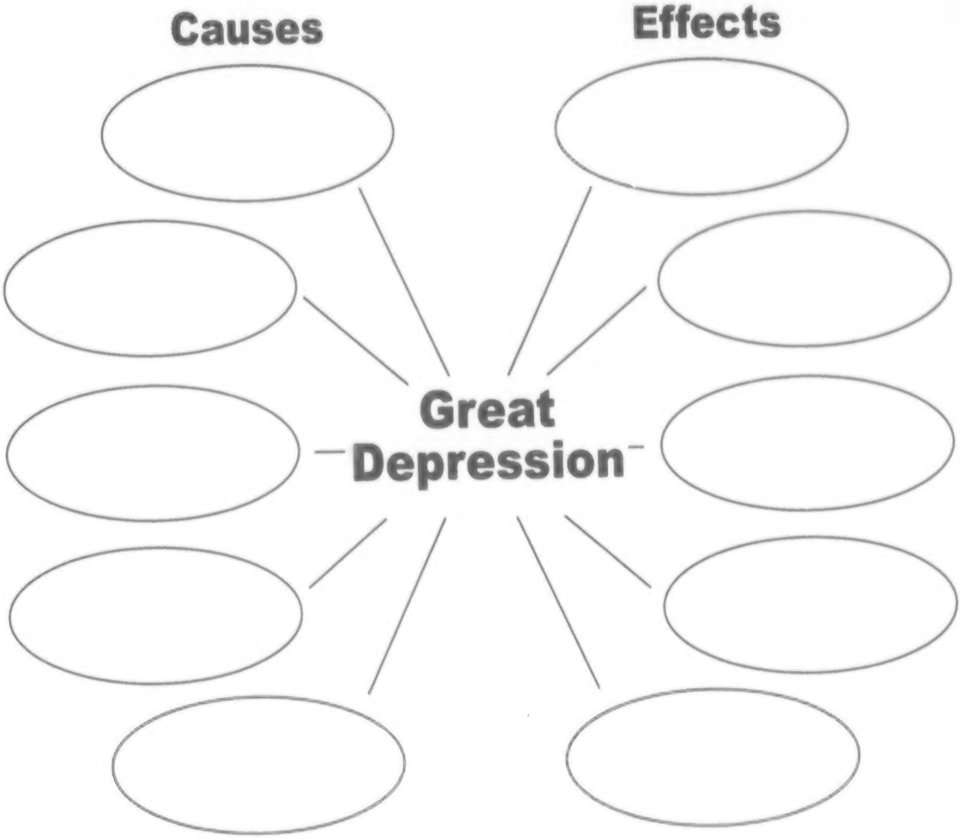
Practice

Review the causes of the **Great Depression** *and the effects the Depression had on the* **economy** *and* **society***. Use the list below to record the* **causes** *and* **effects** *on the graphic organizer.*

availability of easy credit
factory closures causing unemployment
old and decaying factory equipment
stock market speculations
widespread bank failures
decrease in worldwide trade
farm crisis
stock market crash
uneven distribution of income
widespread hunger and illness



Practice

Use the list below to complete the following statements.

Black Tuesday
Dust Bowl
flapper
Franklin D. Roosevelt
Great Depression
Harlem Renaissance
stock market
urbanization

1. During the 1920s, many Americans began moving to the cities. This led to ____________________, the growth of cities.

2. From 1929 to 1941, the United States economy was in a severe decline. This is known as the ____________________ .

3. A ____________________ was a freethinking young woman of the 1920s.

4. The ____________________ crashed on October 29, 1929, and this date is known as ____________________ .

5. An area of land in the west was worthless for farming because of the drought. This area was called the ____________________ .

6. The ____________________ was centered in the Harlem community of New York City.

7. ____________________ created the New Deal program.

Unit 8: Domestic Policy and Foreign Affairs

This unit emphasizes major domestic and foreign policy problems facing our nation.

Unit Focus

- areas of domestic policy concern
- areas of foreign policy concern
- duties of the legislative and executive branches regarding foreign policy

Vocabulary

Study the vocabulary words and definitions below.

alliance	an agreement between two countries to help each other in times of war
balance of power	the situation that occurs when two sides have relatively equal strength
balance of trade	the situation that occurs when the value of a country's imports is equal to the value of its exports
capitalism	the economic system of the United States; based on private ownership of the means of production and on the individual's economic freedom; often called the *free enterprise system*
deterrent	a discouraging factor
domestic	occurring within a country
economic system	the way in which a nation uses its resources to satisfy people's needs and wants
exports	goods sold to other countries
foreign	having to do with other countries
General Assembly	the main body of the United Nations

human rights	rights which belong to all individuals, such as freedom from hunger, the right to humane treatment, and the right to participate in government
imperialism	the policy in which stronger nations extend their economic, political, or military control over weaker territories
imports	goods bought from other countries
isolationism	the principle or policy of avoiding political alliances and economic relationships with other nations
mediator	person who settles disagreements
nationalism	the belief in national interests and national unity
neutrality	when a nation decides to support neither side during a conflict
sanctions	trade restrictions
Security Council	body of the United Nations made up of five permanent member nations and 10 other countries
United Nations	world organization that promotes peace and human rights

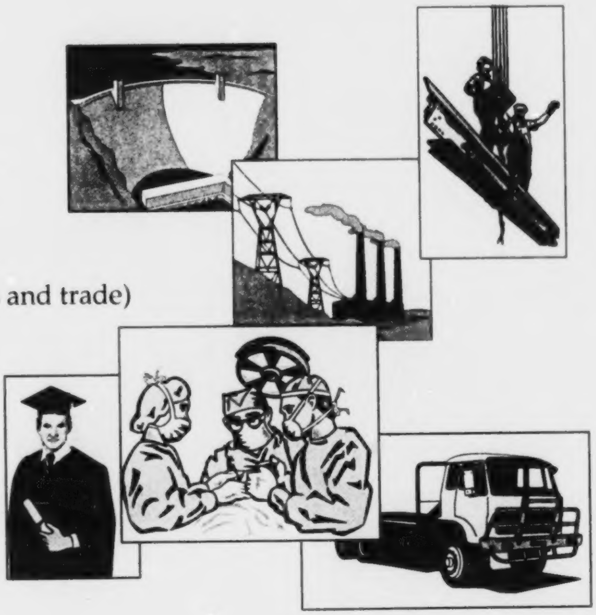
Domestic Policy and Foreign Affairs

Issues that concern the United States government can be put into two categories—**domestic** and **foreign**. Domestic issues are those which exist within the United States itself. Foreign affairs are concerns which involve other nations. Much about domestic policy has been discussed in earlier units. In this unit, there is a brief section on domestic policy, followed by a section on foreign policy.

Domestic Policy

Domestic policy is a plan for dealing with issues or problem areas within the United States itself. Domestic policy is set by Congress, the Supreme Court, and the President. It is carried out by the executive departments and the executive agencies (special offices set up to deal with areas of concern to the government). Some of these departments and agencies were discussed in Unit 3. Below is a list of major areas of domestic concern.

- natural resources
- environment
- health
- population growth
- transportation
- civil rights
- commerce (business and trade)
- education
- Social Security
- employment
- agriculture
- housing
- taxation



Domestic Policy Powers

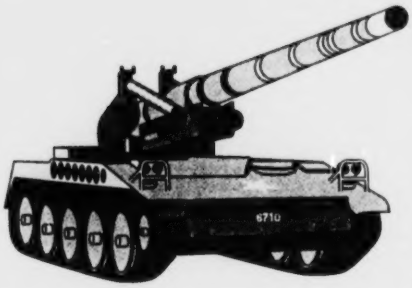
The President and Congress have a number of important powers concerning domestic policies.

DOMESTIC POLICY POWERS	
President	**Congress**
• the power to appoint cabinet officers	• the power to pass bills (laws)
• the power to appoint heads of executive agencies	• the power to approve appointments
• the power to recommend legislation to Congress	• the power to approve the budget
• the power to issue executive orders	
• the power to prepare the budget	• the power to investigate the activities of the executive agencies
• the power to enforce laws	
• the power to veto bills (laws)	

Foreign Policy

Foreign policy concerns strategies that our nation develops for dealing with other nations. In general, foreign policy is established to maintain peace, friendship, and trade with other countries. In dealing with foreign countries, the United States has many long-range goals. These include the following:

Maintaining Peace in the World. The United States tries to promote world peace through its membership in the **United Nations** and by signing treaties with other countries to reduce arms. Interestingly, however, one other means of promoting peace is by displaying the military power of the United States. Many people believe that a strong military is a **deterrent** (discouraging factor) to war. Deterrence is achieved



by letting other countries know that any acts of aggression will be met with retaliation. **Alliances** between countries, which are agreements to help each other in times of war, also help maintain a **balance of power** that discourages war. Alliances do this by making the two sides relatively equal in strength.

Promoting American Interests Abroad. The **economic system** of the United States, which is our method of managing resources to meet our needs, is **capitalism**. In a capitalist economy, individuals decide what to produce and how to produce it in order to make a profit. Because profit is so important to businesses, international trade is a major foreign policy concern. Some of our foreign policy is aimed at promoting a **balance of trade**. Balance of trade is achieved when the value of our **imports** (goods being bought from other countries) equals the value of our **exports** (goods sold to other countries). For many years, the United States has had an unfavorable balance of trade because we import more goods than we export. The United States continues to work toward increasing sales of American-made products to other countries.

Aiding Foreign Countries. Because we rely on foreign countries for their raw materials and finished goods, as well as for a marketplace for American goods, it is in the best interests of the United States to help developing nations. This is accomplished through such things as technical assistance, sharing ideas, and financial aid.

Promoting Human Rights. The American **human rights** policy recommends that all people, regardless of the country they live in, should be entitled to certain basic rights. These include freedom from hunger, the right to humane treatment, and the right to participate in the governmental process. In order to achieve these goals, the United States provides some assistance to countries in need, such as relief for starving people or victims of natural disasters.

The government also speaks out when it feels other countries are violating their citizens' human rights. In some cases, the United States will place economic **sanctions** (trade restrictions) on a country that is violating human rights. These sanctions may include trade restrictions, such as refusal to trade until certain conditions are met. In other cases, the United States may provide military support to help in such situations.

Foreign Policy Powers

How does our government establish foreign policy? The President and Congress both have power in the area of foreign policy, but the President has perhaps the greatest power in that area. The President is responsible for conducting the nation's foreign policy. The President is assisted by officials of the Department of State and many agencies and advisers, but the Constitution gives the President power to make recommendations concerning military, treaty-making, and diplomatic affairs. In our system of checks and balances, the Senate or Congress must approve these recommendations.

FOREIGN POLICY POWERS

President	Congress
• the power to appoint the Secretary of State	• the power to approve or reject appointments
• the power to appoint ambassadors and other diplomats to foreign countries	• the power to approve the budget
• the power to prepare the budget of the United States	• the power to withdraw troops
• the power to command the military	• the power to approve or reject treaties
• the power to sign executive agreements	• the power to declare war
• the power to make treaties with the advise of the Senate	

Carrying Out Foreign Policy

Foreign policy is decided by the President and is carried out at various times by many departments, agencies, and organizations. Maintaining peace in the world is the primary goal of our foreign policy. The importance of this goal is shown by the amount of time spent and the involvement of so many different officials, departments, organizations, and agencies.

The United Nations

One organization which was established to maintain peace and cooperation among all nations is the United Nations (UN). The UN has many of the same goals as the United States' foreign policy, such as maintaining peace and promoting basic and equal human rights around the world.

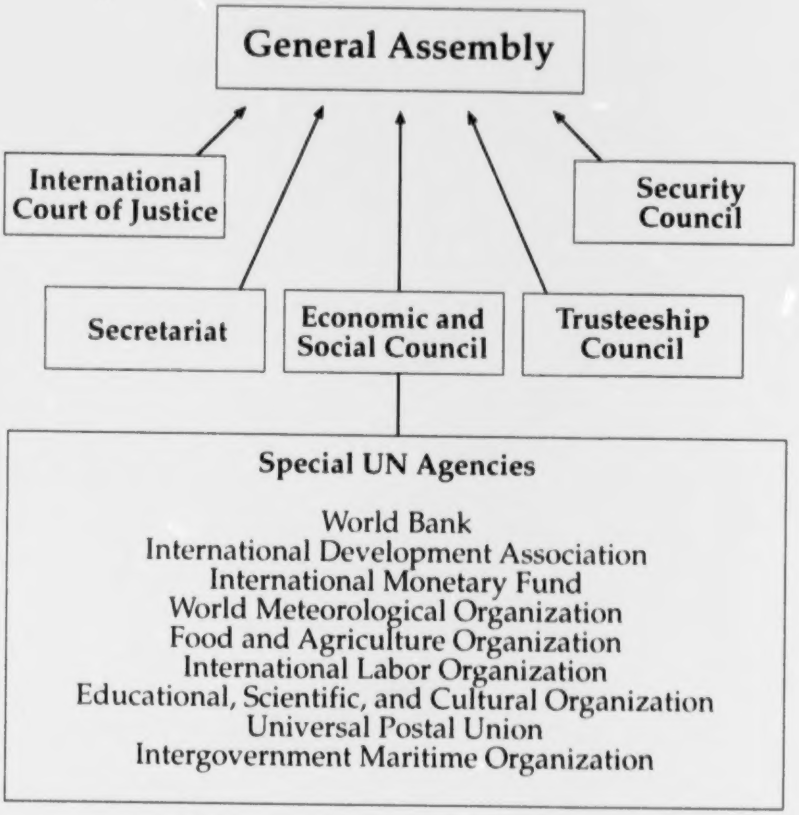
The United Nations was formed in 1945 at the end of World War II. The United States is an important member of this international organization, which now has more than 150 permanent members. Almost every nation in the world is a member.

The United Nations is organized into six parts—the **General Assembly**, the **Security Council**, the International Court of Justice, the Economic and Social Council, the Trusteeship Council, and the Secretariat. Two of these will be discussed here.

The main body of the United Nations is the General Assembly. All member nations belong and each nation has one vote. Members of the General Assembly discuss world problems and make suggestions for solving them. The General Assembly makes its own rules, elects its president, and meets annually.

The Security Council consists of five permanent member countries: the United States, France, Great Britain, The People's Republic of China, and the Russian Federation (formerly Soviet Union). Ten other countries are chosen by the General Assembly for two-year terms. The main duty of the Security Council is to maintain world peace. The council may do this by acting as a **mediator** (an agency or person who settles disagreements), by suggesting economic sanctions, or by sending UN peacekeeping or military forces into a troubled area.

The UN keeps peace through the cooperation of its members. It cannot force members to act in a certain way. All nations have an opportunity to express their opinions. Member countries use persuasion and a sense of obligation to influence the settling of differences.


General Assembly
International Court of Justice
Security Council
Secretariat
Economic and Social Council
Trusteeship Council
Special UN Agencies
World Bank
International Development Association
International Monetary Fund
World Meteorological Organization
Food and Agriculture Organization
International Labor Organization
Educational, Scientific, and Cultural Organization
Universal Postal Union
Intergovernment Maritime Organization

Isolationism, Imperialism, and Nationalism

Today, the United States is very active in world events. In fact, some critics think we are too involved and should focus on our numerous domestic problems such as crime and drug use. However, the United States has not always had such a prominent role in foreign affairs. World War II was the great motivator. Before that time, a clear majority of the American public opposed active involvement by the United States in world affairs. In fact, this belief, called **isolationism**, began with George Washington, the first President of the United States.

During Washington's presidency, the French peasants and working class rebelled against an absolute monarchy. The French expected the United States to send troops to help since they had helped us in our fight against the British in the American Revolution. Washington managed to keep the United States out of war by taking a position of **neutrality**—a statement that the United States would support neither side in the conflict. Many Americans came to agree with Washington. They believed the United States should focus on the pressing domestic issues of the day such as paying off the Revolutionary War debt.

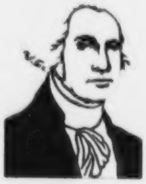
The idea of staying out of foreign affairs was reinforced during the presidency of James Monroe (1816-1824) by John Quincy Adams, Monroe's Secretary of State. John Quincy Adams was guided by a strong belief in **nationalism**. Nationalism is a belief that national interests and national unity should be placed ahead of regional concerns and that foreign affairs should be guided by national self-interest. Accordingly, in 1823, President Monroe sent a message to the world. He wanted all European powers to stay out of the Western Hemisphere. At the same time, the United States would not involve itself with existing European affairs or interfere with existing colonies in the Western Hemisphere. These principles became known as the Monroe Doctrine.

In the late 1880s, the drive to acquire new territories to secure foreign markets for trade began a trend of **imperialism**. Imperialism is a policy in which stronger nations extend their economic, political, or military control over weaker territories. The United States joined in the world competition for territory by annexing Hawaii and gaining control of Puerto Rico and Cuba by declaring war on Spain. Also, in 1900, the United States created an open door policy, which established trading rights in China. The period of isolationism created under Washington and Monroe was officially over.

President Theodore Roosevelt and President Woodrow Wilson did much to overturn Monroe's policy of isolationism. President Theodore Roosevelt based his Latin American policy on a West African proverb that said, "speak softly and carry a big stick; you will go far." Therefore, he became famous for his "big stick" diplomacy.

President Wilson believed the United States had a moral responsibility to deny recognition to any Latin American government it viewed as oppressive, undemocratic, or hostile to United States interests. Until that time, the United States recognized any government that controlled a nation, regardless of its policies or how it had come to power. Wilson's policy pressured nations in the Western Hemisphere to establish democratic governments.

Isolationism → Imperialism



President Washington took a position of neutrality when French peasants rebelled against an absolute monarchy.

President Monroe reinforced the idea of staying out of foreign affairs.

Monroe's Secretary of State John Quincy Adams was guided by a belief in nationalism.

President Theodore Roosevelt did much to overturn the policy of isolationism. He became famous for his "big stick" diplomacy.

President Woodrow Wilson worked at overturning isolationism and pressured nations in the Western Hemisphere to establish democratic governments.

For better or worse, imperialism drew the United States out of isolationism. At the same time, imperialism pushed Europeans toward the most destructive war they had yet experienced—a war the United States could not avoid—World War I.

In 1914, most Americans, including President Woodrow Wilson, saw no reason to join a struggle 3,000 miles away. War did not threaten American lives or property. However, by 1917, Americans mobilized for war against the Central Powers (Austria, Germany, Hungary, and the Ottoman Empire) for two reasons

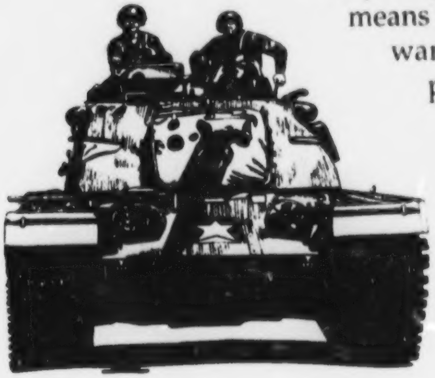
- to ensure that the Allies (France, Great Britain, and Russia) repaid the money they had borrowed and
- to prevent the Germans from threatening United States shipping

At the conclusion of the war, President Wilson helped to create a League of Nations to prevent world war from happening again. Americans did not stand behind President Wilson on this issue. They had lost many good men in a foreign war, and they did not care about the future of Europe. The war had strengthened their desire to stay out of European affairs and encouraged a return to isolationism.

The United States managed to stay out of world affairs until December 7, 1941. On that day, Japan bombed Pearl Harbor in Hawaii. The United States joined the war against Germany and Japan. Our participation in World War II produced a dramatic shift in popular opinion for an internationalist foreign policy. World War II had this enormous effect for the following reasons.

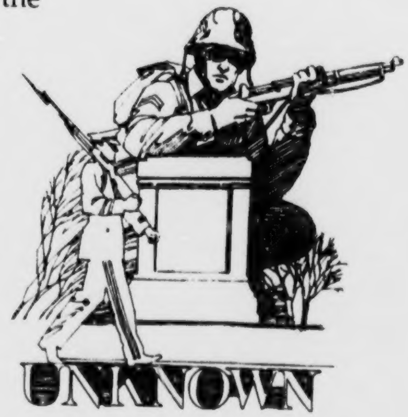
- World War II was the only war to be universally popular, and there were no negative consequences after the war for the United States.
- The Nazi regime was seen as evil and a real enemy and was destroyed.
- An attack on Pearl Harbor was avenged by dropping atomic bombs on Hiroshima and Nagasaki, Japan.
- The war ended with the United States being recognized as the dominant power on Earth.

In 1937, 94 percent of the American public preferred the policy of doing "everything possible to keep out of foreign wars" to the policy of doing "everything possible to prevent war even if it means threatening to fight countries that fight wars." World War II, unlike World War I, produced popular support for our involvement. After World War I, a majority of Americans were opposed to entry into the League of Nations. However, after World War II, a clear majority favored our entry into the United Nations.



The Cold War

Following World War II, we entered into a *Cold War* with the former Soviet Union. A cold war is a war without direct conflict. Both the United States and the Soviet Union invested heavily in nuclear weapons. Throughout the 1950s, people lived in fear of nuclear destruction. Another part of the Cold War was to stop the threat of communism and expand democracy. This led to the involvement in the Korean War in the 1950s and the Vietnam War in the 1960s and 70s. Both wars were unpopular. The Korean War cost us 54,000 lives and approximately $20 million dollars. The Vietnam War was the nation's longest war and left a lasting impact on United States foreign policy and society. The Vietnam War significantly altered America's views on foreign policy. As a result of what has been labeled the Vietnam Syndrome, Americans now consider possible risks to their own interests before deciding whether to interfere in the affairs of other nations.



Changes in World Politics

The big changes in world policies began in March of 1985 when Mikhail Gorbachev became the leader of the Communist party in the Soviet Union and unveiled a series of peace talks with President Ronald Reagan. The end of the Cold War soon followed under President Bush's presidency in 1991. The United States was faced with altering its foreign policy toward the once-powerful Soviet Union, which collapsed in 1991. However, on the other fronts, the United States continued to pursue an aggressive foreign policy of intervention peaking with the Gulf War (Operation Desert Storm) in 1991.

With the passing of the Cold War have come new debates over foreign policy goals. What will the 21st century bring? Much will depend on you—the decision-makers and voters of the future.

Practice

Below is a list of major areas of **domestic concern***. Number these in the* **order** *of their* **importance to you***.*

________ natural resources

________ environment

________ health

________ population growth

________ transportation

________ civil rights

________ commerce (business and trade)

________ education

________ Social Security

________ employment

________ agriculture

________ housing

________ taxation

Explain why you selected your number-one priority as most important.

____

____

____

____

Practice

Below is a list of powers involved in **foreign** *and* **domestic policy**. *Write the* **powers of the President** *on the left and the* **powers of Congress** *on the right.*

Foreign Policy

power to command the military
power to approve the budget
power to approve treaties with advice of Senate
power to sign executive agreements
power to declare war
power to prepare the budget

President	**Congress**
______________________	______________________
______________________	______________________
______________________	______________________

Domestic Policy

power to pass bills (laws)
power to enforce laws
power to appoint cabinet officers
power to approve appointments

President	**Congress**
______________________	______________________
______________________	______________________

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Practice

Use the list below to complete the following statements.

economic system
imperialism
isolationism
nationalism
neutrality
United Nations

1. President George Washington established a policy of __________________. This meant the United States did not take sides in European conflicts between Great Britain and France.

2. Early in its history, the United States was guided by a strong sense of __________________, the belief in national interests and national unity.

3. In the late 1800s, the United States began to acquire new territories. The rationale for this was known as __________________.

4. The __________________ is a world organization that promotes peace and human rights.

5. The principle of avoiding political alliances and economic relationships with other nations is called __________________.

6. The method in which a nation manages its resources to satisfy people's needs and wants is called its __________________.

Practice

Put a **D** *by areas of* **domestic concern**. *Put an* **F** *by areas of* **foreign concern**.

__________ 1. limiting nuclear weapons

__________ 2. trade with Japan

__________ 3. airline hijacking

__________ 4. automobile safety standards

__________ 5. air pollution controls

__________ 6. prices on farm products

__________ 7. war in Lebanon

__________ 8. smuggling illegal drugs from South America

Practice

The chart on this page shows **important events** *from 1789-1988. Use the chart and list below to complete the following story.*

Cold War
French Revolution
imperialism
Korea
Monroe Doctrine
Vietnam
World War II

Important Events from 1789-1991		
French Revolution	1789-1793	President Washington decides to stay neutral.
Monroe Doctrine	1816-1824	President Monroe sends a message to the world that the United States will not involve itself in European affairs.
Imperialism and World War I	1880-1918	The United States joins the imperialist powers of Europe and established colonies overseas.
World War II	1941-1945	The United States gets involved in World War II due to the attack on Pearl Harbor on December 7, 1941.

President George Washington established a belief that the United States should stay out of foreign affairs. This was seen when he chose to stay out of the (1) ____________________ . President Monroe sent a message to the world during his presidency. This became known as the (2) ____________________ .

During the late 1880s, the policy of staying neutral and isolated began to change in the United States. This was because of the popular European trend of (3) ____________________ . Therefore, the United States began to establish colonies overseas.

On December 7, 1941, the United States became involved in (4) ____________________. The involvement in this war forever changed United States foreign policy. After World War II the United States began to take an active role in world events.

For example, in 1950 the United States sent troops to (5) ____________________ to put an end to communism. The conflict was due to the (6) ____________________ with the Soviet Union that began after World War II. In 1965 the United States sent troops to (7) ____________________. Neither the Korean War nor the Vietnam War were seen as successful. However, the outcomes did not change our active role in world events.

Practice

Use the list below to complete the following statements.

capitalism
deterrent
domestic
exports
foreign
imports
mediator
United Nations

1. ______________________ is the economic system of the United States.

2. A ______________________ is a discouraging factor.

3. Goods bought from other countries are called ______________________ .

4. Goods sold to other countries are called ______________________ .

5. An issue occurring within a country is a ______________________ issue.

6. An issue occurring involving another country is a ______________________ issue.

7. A ______________________ settles disagreements.

8. The ______________________ is a world organization that promotes peace and human rights.

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Practice

Use the list below to write the correct term for each definition on the line provided.

alliance
balance of power
balance of trade
General Assembly
human rights
sanctions
Security Council

________________ 1. body of the United Nations made up of five permanent member nations and 10 other countries

________________ 2. trade restrictions

________________ 3. an agreement between two countries to help each other in times of war

________________ 4. rights which belong to all individuals, such as freedom from hunger, the right to humane treatment, and the right to participate in government

________________ 5. the situation that occurs when two sides have relatively equal strength

________________ 6. the main body of the United Nations

________________ 7. the situation that occurs when the value of a country's imports is equal to the value of its exports

Unit 9: The Politics of a Democracy

This unit emphasizes the relationship between the American political system and the American way of life (social, economic, and religious ideals).

Unit Focus

- two major political parties and their traditional values and beliefs
- description of a political platform
- impact of third parties in American politics
- description of the election process
- definition of electoral college

Vocabulary

Study the vocabulary words and definitions below.

ballot	a form on which a person casts his or her vote
campaign	to run for an elected office
candidate	a person running for government office
closed primary	a primary election in which voters cast ballots for candidates from their own political party
conservative	one who does not want change
decentralizing	moving power away from the national government
delegates	representatives from state political parties who attend a national party convention
Democrat	one of the two major current political parties
Electoral College	body of delegates who elect the President based on the results of general state elections
electors	delegates to the Electoral College
extremists	those with either very liberal or very conservative views
general election	final election between one candidate from each party

independent	a voter who does not support any one party
liberal	one who would like change or reform
moderates	those with beliefs that fall between liberal and conservative
open primary	a primary election in which all voters choose candidates from either party
platform	a list of things a political party believes in and is willing to work toward attaining
political party	a group of people who want to control the government
popular vote	the number of actual votes cast in an election
primary election	an election to pick the candidates for each political party
Republican	one of the two major current political parties
runoff	an election held after a primary election to make the final choice of a party's candidate
social programs	government programs to help people who are poor or in need of assistance
third party	any political party other than the two major parties like the Republican or Democratic party

The Politics of a Democracy

There are some values that most Americans hold. These values are included in the Declaration of Independence, the Constitution, and the Bill of Rights. These values influence laws, influence the way the government is operated, and influence the system used to select our leaders. The people who want to be decision makers (the candidates for political offices) try to appeal to the values of the American people.

Some basic American values are listed below.

- freedom of speech in all its forms
- equality in all things
- life, liberty, and happiness
- civil rights
- democracy
- religious freedom
- separation of church and state

One way Americans show their values is through the election process. They show them by voting for **candidates** who seem to have values like their own. Elections and other parts of the political system of the United States are based on the values of the American people.

Political Parties

A **political party** is a group of people who want to control the government. While the Constitution makes no mention of political parties, our system of government has come to depend on two major parties. The parties that are most important today are the **Democrats** and the **Republicans**.

Each party is made up of people who share some basic beliefs about how our government should be run. The two parties compete with each other to get their own candidates elected to public office. Once in office, elected officials usually make decisions that are in keeping with their party's beliefs. Though the differences between the Democrats and Republicans are not always clear cut, there are some traditional distinctions associated with the two parties.

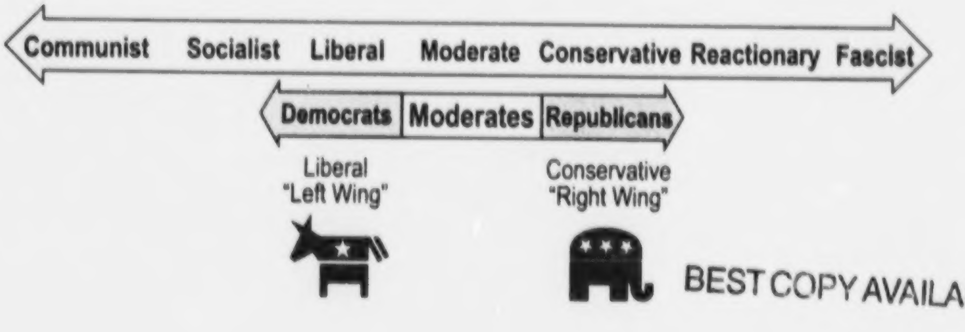
Distinctions between Parties

Members of the Democratic party are traditionally associated with the label "**liberal**," meaning someone who favors change or reform. Democrats generally support a strong national government which is willing to spend money on **social programs** (programs which help the poor and others in need of assistance). Because of these beliefs, the Democratic party has often appealed to working-class citizens, the poor, and minorities. "**Conservative**" (not wanting change) is the term most often linked with the Republican party. Republicans generally oppose a too powerful central government and high taxes. Republicans often talk of **decentralizing** government by moving power to the state or local level. The Republican party is often supported by the wealthy, by business owners, and by the middle class.

Though the Democrats and the Republicans are the two major political parties today, it is permissible for **third parties** (those other than the two major parties) to enter the political scene. Historically, third parties have not had too great an effect on the political process. Popular ideas of the third party are often absorbed into one or both of the major parties. In some cases, the third party has drawn votes away from one of the major parties, allowing the other major party to win.

Similarities between Parties

While the preceding paragraphs have identified some differences generally associated with the two major parties, some people believe that the differences are becoming less obvious. **Extremists**, persons with very liberal or conservative views, infrequently run for office because they are not likely to get enough support to be elected. **Moderates**, those in the middle, seek to appeal to members of both parties. The continuum shown below gives some idea of the range of political beliefs associated with the two parties.



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An **independent** might vote any position on the continuum. Independents are voters who do not regularly identify themselves with a political party or support candidates of a particular party.

Political Party Platforms

In an election **campaign**, each party tries to explain its stand on issues. To do this, the party develops a political **platform**. A political platform is a list of things a party believes in and is willing to work to bring about.

The platform lists the issues of the campaign, explains the party position on that issue, and tells the voters what to expect the party's candidate to do if he or she is elected. Below is a sample of a political platform.

Political Platform

Issues	Position
Taxes	Taxes need to be raised to pay for a stronger defense.
Nuclear weapons in space	Nuclear weapons should not be placed in space unless another nation does so first.
Farm prices	The government should make sure that farmers get a "fair" price for their goods.

The Election Process

In order to hold a political office, candidates must first win elections. Those interested in being elected must first meet the legal requirements for the office they are seeking, such as age or residency requirements. Candidates must then campaign for the political office they desire.

The Election Process

Qualifying

- legal qualifications (laws or rules)
  - age, residency, etc.
  - financial disclosure
  - primary elections
  - others
- traditional qualifications
  - party rules
  - customs and values

Campaigning

- legal requirement (laws or rules)
- party platform
- activities
  - rally
  - ads
  - other
- financing
  - contributions
  - other

Election

- win
  - prepare to assume office
  - begin serving term of office
- lose
  - return to private life
  - seek another position

Campaigning may involve a variety of activities, including public appearances such as rallies or debates, advertisements on radio and TV, and door-to-door visits. Campaigning requires money, and candidates often seek donations from individuals and interest groups to finance their campaign. Candidates must publicly disclose all donations received and money spent.

The last two steps of the election process—campaigning and election—can take place as many as three times before a final decision is made. Candidates may take part in primary, runoff, and general elections.

Primary Election

Each party has several candidates in the **primary election**. These candidates are either nominated by their political party (as in presidential elections) or self-announced. In **closed primaries**, only voters who are registered for that party can vote on the party's candidates. Usually an independent can not vote in a closed primary election. (This is not true in some states. Some states have **open primaries** and let voters vote for either party in the primary election.) If one candidate wins a majority (more than half) of the votes, he or she becomes the party's candidate in the **general election**.

Runoff Election

If no candidate wins a majority of the votes, a **runoff** election is held for the top two vote-getters in the primary. Only that party's voters can vote in a runoff. The winner of the runoff becomes the party's candidate in the general election.

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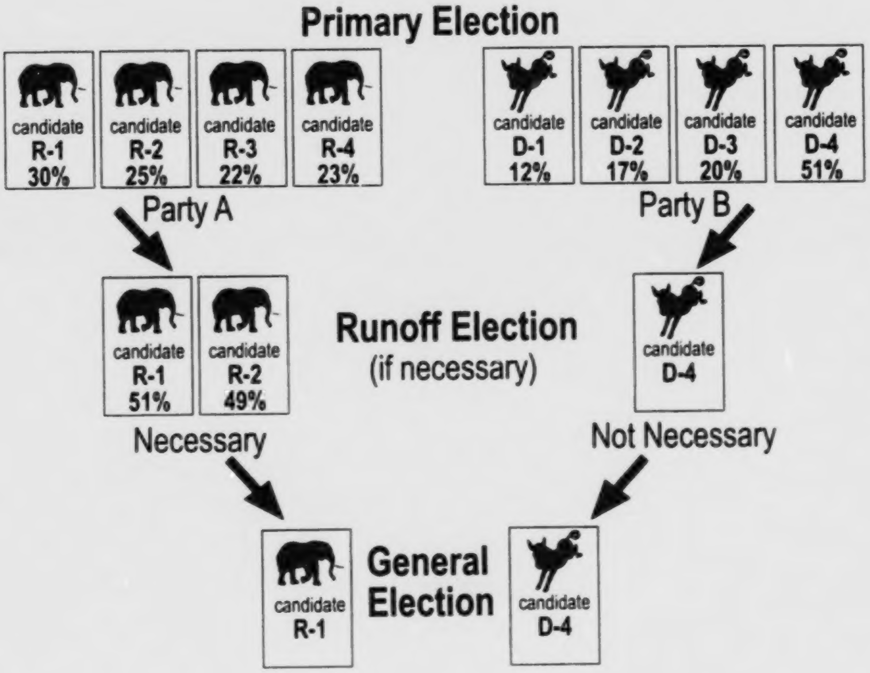
General Election

General elections are regularly scheduled statewide elections in which voters make the final selection for public officeholders. Each party has one candidate in the general election. Voters from either party can vote for either candidate. The following diagram illustrates the steps in the election process.


Primary Election
candidate R-1 30%
candidate R-2 25%
candidate R-3 22%
candidate R-4 23%
candidate D-1 12%
candidate D-2 17%
candidate D-3 20%
candidate D-4 51%
Party A
Party B
candidate R-1 51%
candidate R-2 49%
Runoff Election
(if necessary)
candidate D-4
Necessary
Not Necessary
candidate R-1
General Election
candidate D-4

The Electoral College

While the winners of most elections are determined simply by counting the number of **ballots** (votes) cast for each candidate, presidential elections are decided by the **Electoral College**. The founders of the Constitution feared that citizens could not make a wise choice in choosing a President because they knew little about potential leaders. They also feared that the most popular candidate might not be the best President. Article II, Section I, established the Electoral College, which is made up of electors equal to the number of members in the House and Senate plus three for the District of Columbia.

Each state gets one electoral vote for each of its senators and representatives in Congress. The candidate who gets the most votes in a state receives *all* of the electoral votes of that state. Shortly after the general election, **electors** (**delegates** from each state) cast their ballots to determine the winner of the presidential election. In order to win, one candidate must receive a majority of the electoral votes.

The Electoral College is a winner-take-all system. The party whose candidate receives the majority of votes in the state, even if it is only one vote more than the other party's candidate, wins all the electoral votes for that state. Most states do not legally require electors to vote for the candidate who receives the most **popular votes**, and a few electors have ignored this tradition; however, none have changed any final election results.

Practice

Put a **D** *next to phrases referring to the* **Democratic party**. *Put an* **R** *next to phrases referring to the* **Republican party**.

__________ 1. often characterized as "right wing"

__________ 2. often appeals to business owners and the wealthy

__________ 3. traditionally associated with the "liberal" label

__________ 4. typically supports decentralization of government

__________ 5. typically supports social programs

__________ 6. often appeals to poor and minority individuals

__________ 7. traditionally associated with the "conservative" label

__________ 8. often characterized as "left wing"

Practice

Answer the following using complete sentences.

1. What is your position on the issue of registering women for the draft?

2. What is your position on raising the age for qualifying for Social Security benefits to 70?

3. What is your position on selling technology to China?

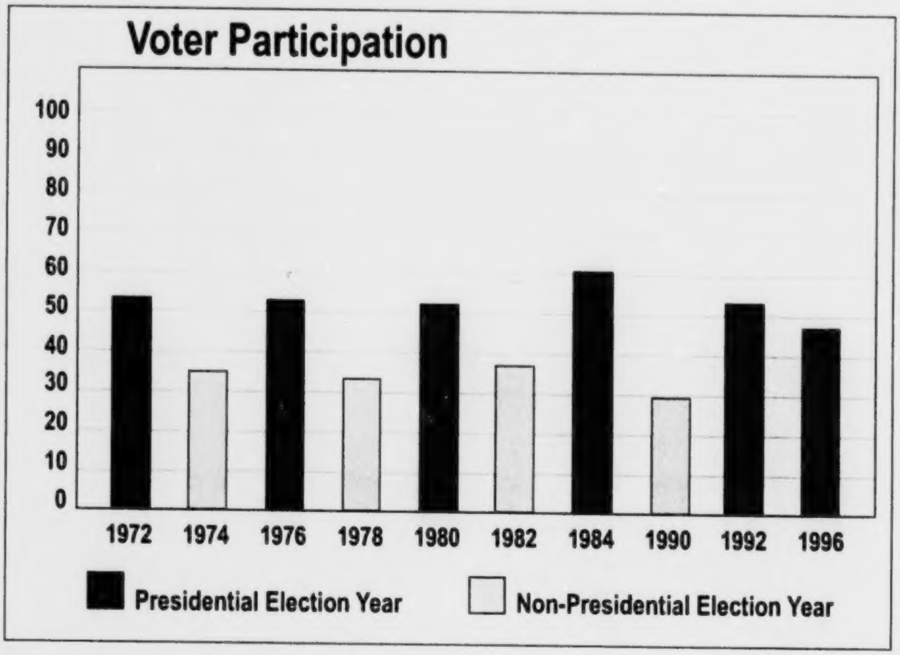
4. What is your position on giving government workers the right to strike?

5. What is your position on sentencing drug dealers to the death penalty for serious offenses?

6. What is your position on making handgun ownership illegal?

Practice

Use the graph below to answer the following.



1. Which year had the highest voter turnout? ____________________

2. Which year had the lowest voter turnout? ____________________

3. Do more voters tend to turn out in presidential election years or nonpresidential election years?

   ____

4. Do you think there should be a law that all people who are registered must vote? Why or why not?

   ____

   ____

   ____

   ____

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. one who would like change or reform

______ 2. those with very liberal or very conservative views

______ 3. a group of people who want to control the government

______ 4. to run for an elected office

______ 5. one who does not want change

______ 6. a form on which a person casts his or her vote

______ 7. a list of things a political party believes in and is willing to work toward attaining

______ 8. those with beliefs that fall between liberal and conservative

______ 9. government programs to help people who are poor or in need of assistance

______ 10. body of delegates who elect the President based on the results of general state elections

______ 11. the two major current American parties

______ 12. the number of actual votes cast in an election

A. ballot

B. campaign

C. conservative

D. Democrats and Republicans

E. Electoral College

F. extremists

G. liberal

H. moderates

I. platform

J. political party

K. popular vote

L. social programs

Practice

Use the list below to write the correct term for each definition on the line provided.

campaign
candidate
closed primary
decentralizing
general election
independent
open primary
platform
political party
primary election
runoff
third party

____________________ 1. final election between one candidate from each party

____________________ 2. a person running for government office

____________________ 3. a list of things the party believes in

____________________ 4. an election to pick a party's candidate

____________________ 5. moving power away from the national government

____________________ 6. a group of people who want to control the government

____________________ 7. to run for an elected office

____________________ 8. an election held after a primary election to make the final choice of a party's candidate

____________________ 9. a primary election in which all voters choose candidates from either party

____________________ 10. any party other than the two major parties like the Democratic or Republican party

____________________ 11. an election in which voters cast ballots for candidates from their own political party

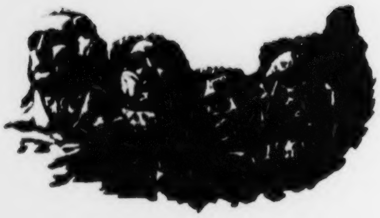
____________________ 12. a voter who does not support any one party

Unit 10: Personal Involvement

This unit emphasizes the importance of participating in community service, civic improvement activities, and political activities.

Unit Focus

- responsibilities of local government
- common forms of local government
- definition of citizenship
- description of the naturalization process
- responsibilities of a United States citizen
- benefits of participating in civic activities



Vocabulary

Study the vocabulary words and definitions below.

alien	a citizen of another country residing in the United States
allegiance	loyalty
commission	a type of local government run by elected commissioners
constituency	the voters to whom an elected official is responsible
council-manager	a type of local government run by elected council members and a manager hired by the council
immigrant	a person who comes to a country to take up permanent residence
mayor-council	a type of government run by an elected mayor and elected council members who serve as two separate branches—the executive and legislative
native-born citizen	Americans who are born in the United States

naturalization	the process by which a person who was not born in the United States becomes a United States citizen
unicameral	one-house legislature

Personal Involvement

Of the people, by the people, for the people…

Abraham Lincoln used these words in a famous speech—the Gettysburg Address. He was talking about the government of the United States. The United States government, at all levels, is based on the will of the people. This means that the people have the responsibility to stay informed about issues. Each individual should do all that he or she can to make sure that the government works. Three ways to do this are to get informed, get interested in the issues, and get involved.

- **get informed**
- **get interested in the issues**
- **get involved**

State Government

The Florida Constitution (adopted in 1885) provides for a governor elected to a four-year term. The legislature is composed of a House of Representatives of 120 members elected for two years and a Senate of 40 members elected for four years. Florida sends 23 representatives and two senators to the United States Congress and has 25 electoral votes. (Electoral votes are discussed in Unit 9.)

Local Government

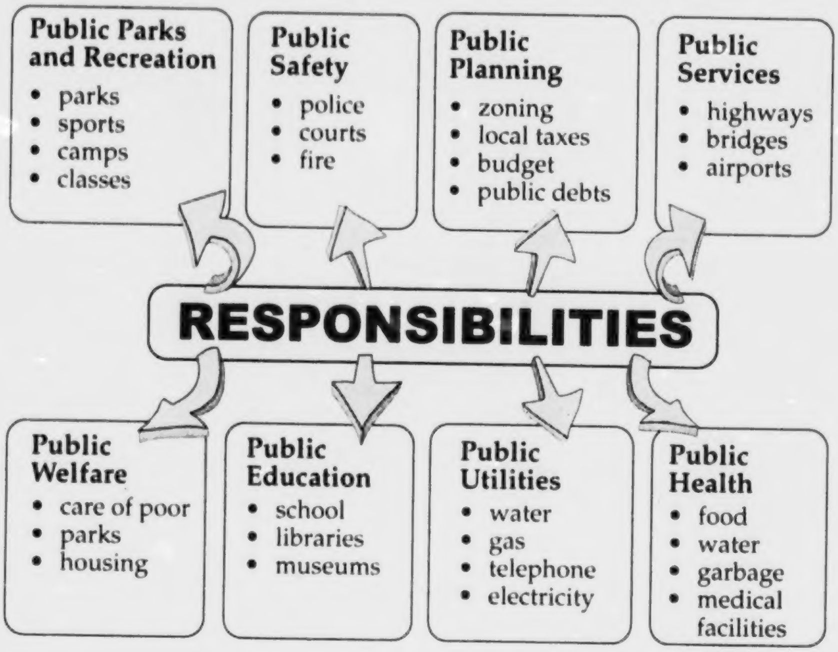
One of the easiest places to get involved is at the local level of government. This is because we are closer to our local governments, and we represent a larger part of the **constituency** (the people to whom elected officials are responsible). Local government also generally deals with issues important to our everyday lives; therefore, our interest in them may be greater.

Areas of Responsibility

The main job of local government is to provide services for citizens. Local government has to handle a variety of problems dealing with health, education, and safety. It is responsible for keeping traffic flowing smoothly and for patrolling neighborhoods to prevent crime. Local government must provide efficient trash collection services, street lighting, public transportation, traffic control, safe and adequate water supply, and sewage systems for the health and safety of the local area citizens.

Local government not only provides many services for the citizens, it also provides cultural activities that are important to the life of those citizens. Local governments support libraries, museums, and parks. Local governments also contribute to universities, hospitals, and entertainment.

The following chart shows some areas of responsibility of our local governments. Decisions made by local governments in all of these areas have a big impact on the quality of life in a local community.


Public Parks and Recreation
• parks
• sports
• camps
• classes
Public Safety
• police
• courts
• fire
Public Planning
• zoning
• local taxes
• budget
• public debts
Public Services
• highways
• bridges
• airports
RESPONSIBILITIES
Public Welfare
• care of poor
• parks
• housing
Public Education
• school
• libraries
• museums
Public Utilities
• water
• gas
• telephone
• electricity
Public Health
• food
• water
• garbage
• medical facilities

Forms of Local Government

Local government may be organized in many different ways. Three types of organizational plans are as follows:

> **Mayor-council:** In this type of local government, a full-time mayor works with a **unicameral** (one-house) council of part-time members to run the local government. The mayor and council members are elected to their positions and serve as two separate branches—the executive and legislative.

Commission: This type of local government exists when a group of elected commissioners makes local decisions. One of the commissioners usually acts as mayor, although there is no separation of branches in the commission form of government.

Council-manager: In this type of local government, council members are elected to office and hire a manager to run the local government. The council decides what issues are important, and the manager carries out the administrative duties associated with council policy.

Citizenship

American citizens are of many different ethnic origins and religions. All of us are descendants of **immigrants**—people who came here from other lands. Our country has been settled by people from all over the world. Our government allowed unlimited immigration in the early 1800s. In the 1920s restrictions had to be put upon the number of **aliens** who could enter the country; we still have an annual quota.

Citizenship Defined

Citizenship is gained in two ways—by birth or by **naturalization**. Most of us were born in one of the 50 states and are therefore **native-born citizens**. Citizens of other countries living in the United States are called aliens. Aliens are required to register annually. They enjoy many of the benefits of Americans, but they cannot vote or hold public office.

Some foreigners live here but remain citizens of their country. Others wish to become American citizens. This can be done through a legal process called *naturalization*. The first step is to enter the United States legally. To enter the country legally, foreigners must meet a number of qualifications. They must be able to support themselves, be able to read and write, not favor a violent revolution, not be mentally ill, and not be a drug addict.

The process of naturalization may begin immediately. The steps to American citizenship include filing a declaration of intention in any federal court; filing a petition requesting American citizenship; obtaining

two American citizens to appear as witnesses to decare that the individual has lived in this country for five years, has good moral character, and believes in the principles of the Constitution; passing an examination of literacy and American history and government; and taking an oath of **allegiance** (loyalty) and signing a certificate of naturalization.

Applicants are asked to give up their loyalty to their former country and must promise to accept the responsibilities of citizenship. (However, if dual citizenship is both desired and recognized by the United States and the former country, applicants are not asked to give up their loyalty to their former country.) Once he or she has met all of the requirements, the applicant is sworn in by a federal judge.

Steps to American Citizenship

- file a declaration of intention in any federal court
- file a petition requesting American citizenship
- obtain two American citizens to decare the individual has lived in this country for five years
- have good moral character
- believe in the principles of the Constitution
- pass an examination of literacy and American history and government
- take an oath of allegiance (loyalty)
- sign a certificate of naturalization
- give up their loyalty to their former country (unless dual citizenship is recognized)
- promise to accept the responsibilities of citizenship

Once he or she has met all of the requirements, the applicant is sworn in by a federal judge.

Duties

In Unit 6 you learned about the individual rights that are guaranteed to all American citizens. Along with their rights and privileges, citizens also have important duties and responsibilities.

The Constitution of the United States requires citizens to perform certain duties. The success of our government depends on the citizens performing these duties listed below.

Duties of American Citizenship
• attending school • paying taxes • obeying the law • appearing in court as a juror or to testify, if called

Responsibilities

Each individual should do all that he or she can to make sure that the government works. In Unit 5 you learned how citizens may influence changes in the government and its policies. This is a responsibility, as well as a privilege. Citizens of the United States play a vital role in determining the nation's future. Our participation in government is critical for our form of government to work effectively.

Get Informed

An important part of good citizenship is to keep informed about issues. In order to protect your rights, you must first know your rights. Studying how American government works is one way to do this. Another way you can keep informed is by reading and watching the news.

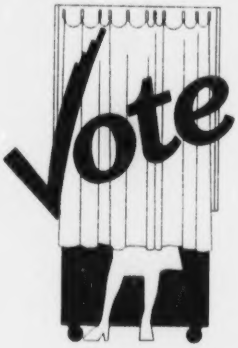
Get Interested

No one can be an expert on all subjects. Some areas will be of greater interest to you than others. Ask yourself which issues are important to you. Do you feel strongly about abortion, the death penalty, death with dignity, drug testing, flag-burning, pornography, drunk driving, or the draft? Focus on those political issues which are most important to you.

Get Involved

Good citizenship means getting involved in the political process. Make your feelings heard! There are many ways to get involved and many degrees of involvement. Some of them are listed below.

- Register to vote as soon as you are able, and then exercise that right.
- Write or call government officials and let them know your feelings about issues that are important to you.
- Serve willingly if called to jury duty.
- Sign a petition which supports one of your beliefs.
- Do volunteer work in your community.



Benefits

Our democratic government works because of the willingness of people to get involved in political activities. A major benefit of this participation is the sense of accomplishment which comes as a result of seeing the effect that your involvement can have on your community and country. Informed, interested, and involved citizens bring about positive changes in their community. These improvements and accomplishments are our reward for participation.

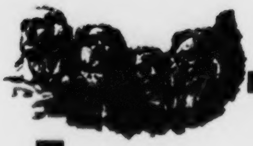
Practice

Answer the following using complete sentences.

1. What are two ways you can get informed about government issues?

2. What are two political issues important to you?

3. How can you get involved in the issues you selected in question 2 above?



Practice

Match the **description** *with the correct* **local form** *of* **government**. *Write the letter on the line provided.*

_____ 1. has two branches

_____ 2. combination of elected and hired officials

_____ 3. all elected officials have equal power

A. commission

B. council-manager

C. mayor-council

4. What type of government exists in your community? ____________

____

List the **names** *and* **titles** *of your* **local** government **officials** *below.*

5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____

Practice

List the **duties** *and* **responsibilities** *of* **good citizens**.

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

5. ______________________________

____

____

____

6. ______________________________

____

____

Practice

Answer the following using short answers.

1. When was the Florida Constitution adopted? ____________________

2. How long is the governor of Florida's term? ____________________

3. How many members are in Florida's House of Representatives?

   ____

4. How many members are in Florida's Senate? ____________________

5. How long do Florida's senators serve? ____________________

6. How long do Florida's representatives serve? ____________________

7. How many representatives does Florida send to the United States Congress?

   ____

8. How many electoral votes does Florida receive? ____________________

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a type of government run by an elected mayor and elected council members

_____ 2. a type of local government run by elected council members and a manager hired by the council

_____ 3. one-house legislature

_____ 4. Americans who are born in the United States

_____ 5. a person who comes to a country to take up permanent residence

_____ 6. the process by which a person who was not born in the United States becomes a citizen

_____ 7. a type of local government run by elected commissioners

_____ 8. loyalty

_____ 9. the voters to whom an elected official is responsible

_____ 10. a citizen of another country residing in the United States

A. alien

B. allegiance

C. commission

D. constituency

E. council-manager

F. immigrant

G. mayor-council

H. native-born citizens

I. naturalization

J. unicameral

Appendices

The United States Constitution

(See Note 1 and any following notes at end of Appendix A.)

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.

Clause 1: The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Clause 2: No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Clause 3: Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons *(see Note 2)*. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence

Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

Clause 4: When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

Clause 5: The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3.

Clause 1: The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof *(see Note 3)*, for six Years; and each Senator shall have one Vote.

Clause 2: Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies *(see Note 4)*.

Clause 3: No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

Clause 4: The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

Clause 5: The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

Clause 6: The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside:

And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Clause 7: Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4.

Clause 1: The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

Clause 2: The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December *(see Note 5)*, unless they shall by Law appoint a different Day.

Section. 5.

Clause 1: Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Clause 2: Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Clause 3: Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Clause 4: Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section. 6.

Clause 1: The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States *(see Note 6)*. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

Clause 2: No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7.

Clause 1: All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Clause 2: Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Clause 3: Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United

States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section. 8.

Clause 1: The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 2: To borrow Money on the credit of the United States;

Clause 3: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

Clause 4: To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

Clause 5: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Clause 6: To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

Clause 7: To establish Post Offices and post Roads;

Clause 8: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Clause 9: To constitute Tribunals inferior to the supreme Court;

Clause 10: To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Clause 11: To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

Clause 12: To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

Clause 13: To provide and maintain a Navy;

Clause 14: To make Rules for the Government and Regulation of the land and naval Forces;

Clause 15: To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

Clause 16: To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Clause 17: To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

Clause 18: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section. 9.

Clause 1: The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

Clause 2: The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Clause 3: No Bill of Attainder or ex post facto Law shall be passed.

Clause 4: No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken *(see Note 7)*.

Clause 5: No Tax or Duty shall be laid on Articles exported from any State.

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Clause 6: No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

Clause 7: No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Clause 8: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section. 10.

Clause 1: No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

Clause 2: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

Clause 3: No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article. II.

Section. 1.

Clause 1: The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Clause 2: Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Clause 3: The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President *(see Note 8)*.

Clause 4: The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

Clause 5: No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

Clause 6: In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office *(see Note 9)*, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

Clause 7: The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Clause 8: Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2.

Clause 1: The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

Clause 2: He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

Clause 3: The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article. III.

Section. 1.

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2.

Clause 1: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;—between a State and Citizens of another State *(see Note 10)*;—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

Clause 2: In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Clause 3: The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3.

Clause 1: Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Clause 2: The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article. IV.

Section. 1.

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2.

Clause 1: The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

Clause 2: A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

Clause 3: No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due *(see Note 11)*.

Section. 3.

Clause 1: New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

Clause 2: The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section. 4.

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article. V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article. VI.

Clause 1: All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Clause 2: This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

Clause 3: The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article. VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

George Washington—President and deputy from Virginia

[Signed also by the deputies of twelve States.].

Delaware:
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland:
James McHenry
Dan of Saint Thomas Jenifer
Daniel Carroll

Virginia:
John Blair
James Madison Jr.

North Carolina:
William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina:
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia:
William Few
Abraham Baldwin

New Hampshire:
John Langdon
Nicholas Gilman

Massachusetts:
Nathaniel Gorham
Rufus King

Attest William Jackson, Secretary

Connecticut:
William Samuel Johnson
Roger Sherman

New York:
Alexander Hamilton

New Jersey:
William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania:
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Governeur Morris

Articles in Addition to, and Amendments of, the

Amendments to the Constitution

Constitution of the United States of America, proposed by Congress, and ratified by the legislatures of the several states, pursuant to the fifth article of the original Constitution *(see Note 12)*

Article [I.] *(see Note 13)*

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article [II.]

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article [III.]

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article [IV.]

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article [V.]

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article [VI.]

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article [VII.]

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Article [VIII.]

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article [IX.]

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article [X.]

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Article [XI.]

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Proposal and Ratification

The eleventh amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Third Congress, on the 4th of March 1794; and was declared in a message from the President to Congress, dated the 8th of January, 1798, to have been ratified by the legislatures of three-fourths of the States. The dates of ratification were: New York, March 27, 1794; Rhode Island, March 31, 1794; Connecticut, May 8, 1794; New Hampshire, June 16, 1794; Massachusetts, June 26, 1794; Vermont, between October 9, 1794 and November 9, 1794; Virginia, November 18, 1794; Georgia, November 29, 1794; Kentucky, December 7, 1794; Maryland, December 26, 1794; Delaware, January 23, 1795; North Carolina, February 7, 1795.

Ratification was completed on February 7, 1795.

The amendment was subsequently ratified by South Carolina on December 4, 1797. New Jersey and Pennsylvania did not take action on the amendment.

Article [XII.]

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President *(see Note 14)*.—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Proposal and Ratification

The twelfth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Eighth Congress, on the 9th of December, 1803, in lieu of the original third paragraph of the first section of the second article; and was declared in a proclamation of the Secretary of State, dated the 25th of September, 1804, to have been ratified by the legislatures of 13 of the 17 States. The dates of ratification were: North Carolina, December 21, 1803; Maryland, December 24, 1803; Kentucky, December 27, 1803; Ohio, December 30, 1803; Pennsylvania, January 5, 1804; Vermont, January 30, 1804; Virginia, February 3, 1804; New York, February 10, 1804; New Jersey, February 22, 1804; Rhode Island, March 12, 1804; South Carolina, May 15, 1804; Georgia, May 19, 1804; New Hampshire, June 15, 1804.

Ratification was completed on June 15, 1804.

The amendment was subsequently ratified by Tennessee, July 27, 1804.

The amendment was rejected by Delaware, January 18, 1804; Massachusetts, February 3, 1804; Connecticut, at its session begun May 10, 1804.

Article [XIII.]

Section. 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section. 2. Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

The thirteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Thirty-eighth Congress, on the 31st day of January, 1865, and was declared, in a proclamation of the Secretary of State, dated the 18th of December, 1865, to have been ratified by the legislatures of twenty-seven of the thirty-six States. The dates of ratification were: Illinois, February 1, 1865; Rhode Island, February 2, 1865; Michigan, February 2, 1865; Maryland, February 3, 1865; New York, February 3, 1865; Pennsylvania, February 3, 1865; West Virginia, February 3, 1865; Missouri, February 6, 1865; Maine, February 7, 1865; Kansas, February 7, 1865; Massachusetts, February 7, 1865; Virginia, February 9, 1865; Ohio, February 10, 1865; Indiana, February 13, 1865; Nevada, February 16, 1865; Louisiana, February 17, 1865; Minnesota, February 23, 1865; Wisconsin, February 24, 1865; Vermont, March 9, 1865; Tennessee, April 7, 1865; Arkansas, April 14, 1865; Connecticut, May 4, 1865; New Hampshire, July 1, 1865; South Carolina, November 13, 1865; Alabama, December 2, 1865; North Carolina, December 4, 1865; Georgia, December 6, 1865.

Ratification was completed on December 6, 1865.

The amendment was subsequently ratified by Oregon, December 8, 1865; California, December 19, 1865; Florida, December 28, 1865 (Florida again ratified on June 9, 1868, upon its adoption of a new constitution); Iowa, January 15, 1866; New Jersey, January 23, 1866 (after having rejected the amendment on March 16, 1865); Texas, February 18, 1870; Delaware, February 12, 1901 (after having rejected the amendment on February 8, 1865); Kentucky, March 18, 1976 (after having rejected it on February 24, 1865).

The amendment was rejected (and not subsequently ratified) by Mississippi, December 4, 1865.

Article [XIV.]

Section. 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section. 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age *(see Note 15)*, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section. 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section. 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section. 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Proposal and Ratification

The fourteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Thirty-ninth Congress, on the 13th of June, 1866. It was declared, in a certificate of the Secretary of State dated July 28, 1868 to have been ratified by the legislatures of 28 of the 37 States. The dates of ratification were: Connecticut, June 25, 1866; New Hampshire, July 6, 1866; Tennessee, July 19, 1866; New Jersey, September 11, 1866 (subsequently the legislature rescinded its ratification, and on March 24, 1868, readopted its resolution of rescission over the Governor's veto, and on Nov. 12, 1980, expressed support for the amendment); Oregon, September 19, 1866 (and rescinded its ratification on October 15, 1868); Vermont, October 30, 1866; Ohio, January 4, 1867 (and rescinded its ratification on January 15, 1868); New York, January 10, 1867; Kansas, January 11, 1867; Illinois, January 15, 1867; West Virginia, January 16, 1867; Michigan, January 16, 1867; Minnesota, January 16, 1867; Maine, January 19, 1867; Nevada, January 22, 1867; Indiana, January 23, 1867; Missouri, January 25, 1867; Rhode Island, February 7, 1867; Wisconsin, February 7, 1867; Pennsylvania, February 12, 1867; Massachusetts, March 20, 1867; Nebraska, June 15, 1867; Iowa, March 16, 1868; Arkansas, April 6, 1868; Florida, June 9, 1868; North Carolina, July 4, 1868 (after having rejected it on December 14, 1866); Louisiana, July 9, 1868 (after having rejected it on February 6, 1867); South Carolina, July 9, 1868 (after having rejected it on December 20, 1866).

Ratification was completed on July 9, 1868.

The amendment was subsequently ratified by Alabama, July 13, 1868; Georgia, July 21, 1868 (after having rejected it on November 9, 1866); Virginia, October 8, 1869 (after having rejected it on January 9, 1867); Mississippi, January 17, 1870; Texas, February 18, 1870 (after having rejected it on October 27, 1866); Delaware, February 12, 1901 (after having rejected it on February 8, 1867); Maryland, April 4, 1959 (after having rejected it on March 23, 1867); California, May 6, 1959; Kentucky, March 18, 1976 (after having rejected it on January 8, 1867).

Article [XV.]

Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

The fifteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Fortieth Congress, on the 26th of February, 1869, and was declared, in a proclamation of the Secretary of State, dated March 30, 1870, to have been ratified by the legislatures of twenty-nine of the thirty-seven States. The dates of ratification were: Nevada, March 1, 1869; West Virginia, March 3, 1869; Illinois, March 5, 1869; Louisiana, March 5, 1869; North Carolina, March 5, 1869; Michigan, March 8, 1869; Wisconsin, March 9, 1869; Maine, March 11, 1869; Massachusetts, March 12, 1869; Arkansas, March 15, 1869; South Carolina, March 15, 1869; Pennsylvania, March 25, 1869; New York, April 14, 1869 (and the legislature of the same State passed a resolution January 5, 1870, to withdraw its consent to it, which action it rescinded on March 30, 1970); Indiana, May 14, 1869; Connecticut, May 19, 1869; Florida, June 14, 1869; New Hampshire, July 1, 1869; Virginia, October 8, 1869; Vermont, October 20, 1869; Missouri, January 7, 1870; Minnesota, January 13, 1870; Mississippi, January 17, 1870; Rhode Island, January 18, 1870; Kansas, January 19, 1870; Ohio, January 27, 1870 (after having rejected it on April 30, 1869); Georgia, February 2, 1870; Iowa, February 3, 1870.

Ratification was completed on February 3, 1870, unless the withdrawal of ratification by New York was effective; in which event ratification was completed on February 17, 1870, when Nebraska ratified.

The amendment was subsequently ratified by Texas, February 18, 1870; New Jersey, February 15, 1871 (after having rejected it on February 7, 1870); Delaware, February 12, 1901 (after having rejected it on March 18, 1869); Oregon, February 24, 1959; California, April 3, 1962 (after having rejected it on January 28, 1870); Kentucky, March 18, 1976 (after having rejected it on March 12, 1869).

The amendment was approved by the Governor of Maryland, May 7, 1973; Maryland having previously rejected it on February 26, 1870.

The amendment was rejected (and not subsequently ratified) by Tennessee, November 16, 1869.

Article [XVI.]

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Proposal and Ratification

The sixteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Sixty-first Congress on the 12th of July, 1909, and was declared, in a proclamation of the Secretary of State, dated the 25th of February, 1913, to have been ratified by 36 of the 48 States. The dates of ratification were: Alabama, August 10, 1909; Kentucky, February 8, 1910; South Carolina, February 19, 1910; Illinois, March 1, 1910; Mississippi, March 7, 1910; Oklahoma, March 10, 1910; Maryland, April 8, 1910; Georgia, August 3, 1910; Texas, August 16, 1910; Ohio, January 19, 1911; Idaho, January 20, 1911; Oregon, January 23, 1911; Washington, January 26, 1911; Montana, January 30, 1911; Indiana, January 30, 1911; California, January 31, 1911; Nevada, January 31, 1911; South Dakota, February 3, 1911; Nebraska, February 9, 1911; North Carolina, February 11, 1911; Colorado, February 15, 1911; North Dakota, February 17, 1911; Kansas, February 18, 1911; Michigan, February 23, 1911; Iowa, February 24, 1911; Missouri, March 16, 1911; Maine, March 31, 1911; Tennessee, April 7, 1911; Arkansas, April 22, 1911 (after having rejected it earlier); Wisconsin, May 26, 1911; New York, July 12, 1911; Arizona, April 6, 1912; Minnesota, June 11, 1912; Louisiana, June 28, 1912; West Virginia, January 31, 1913; New Mexico, February 3, 1913.

Ratification was completed on February 3, 1913.

The amendment was subsequently ratified by Massachusetts, March 4, 1913; New Hampshire, March 7, 1913 (after having rejected it on March 2, 1911).

The amendment was rejected (and not subsequently ratified) by Connecticut, Rhode Island, and Utah.

Article [XVII.]

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Proposal and Ratification

The seventeenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Sixty-second Congress on the 13th of May, 1912, and was declared, in a proclamation of the Secretary of State, dated the 31st of May, 1913, to have been ratified by the legislatures of 36 of the 48 States. The dates of ratification were: Massachusetts, May 22, 1912; Arizona, June 3, 1912; Minnesota, June 10, 1912; New York, January 15, 1913; Kansas, January 17, 1913; Oregon, January 23, 1913; North Carolina, January 25, 1913; California, January 28, 1913; Michigan, January 28, 1913; Iowa, January 30, 1913; Montana, January 30, 1913; Idaho, January 31, 1913; West Virginia, February 4, 1913; Colorado, February 5, 1913; Nevada, February 6, 1913; Texas, February 7, 1913; Washington, February 7, 1913; Wyoming, February 8, 1913; Arkansas, February 11, 1913; Maine, February 11, 1913; Illinois, February 13, 1913; North Dakota, February 14, 1913; Wisconsin, February 18, 1913; Indiana, February 19, 1913; New Hampshire, February 19, 1913; Vermont, February 19, 1913; South Dakota, February 19, 1913; Oklahoma, February 24, 1913; Ohio, February 25, 1913; Missouri, March 7, 1913; New Mexico, March 13, 1913; Nebraska, March 14, 1913; New Jersey, March 17, 1913; Tennessee, April 1, 1913; Pennsylvania, April 2, 1913; Connecticut, April 8, 1913.

Ratification was completed on April 8, 1913.

The amendment was subsequently ratified by Louisiana, June 11, 1914.

The amendment was rejected by Utah (and not subsequently ratified) on February 26, 1913.

Article [XVIII.] *(see Note 16)*

Section. 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section. 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Proposal and Ratification

The eighteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Sixty-fifth Congress, on the 18th of December, 1917, and was declared, in a proclamation of the Secretary of State, dated the 29th of January, 1919, to have been ratified by the legislatures of 36 of the 48 States. The dates of ratification were: Mississippi, January 8, 1918; Virginia, January 11, 1918; Kentucky, January 14, 1918; North Dakota, January 25, 1918; South Carolina, January 29, 1918; Maryland, February 13, 1918; Montana, February 19, 1918; Texas, March 4, 1918; Delaware, March 18, 1918; South Dakota, March 20, 1918; Massachusetts, April 2, 1918; Arizona, May 24, 1918; Georgia, June 26, 1918; Louisiana, August 3, 1918; Florida, December 3, 1918; Michigan, January 2, 1919; Ohio, January 7, 1919; Oklahoma, January 7, 1919; Idaho, January 8, 1919; Maine, January 8, 1919; West Virginia, January 9, 1919; California, January 13, 1919; Tennessee, January 13, 1919; Washington, January 13, 1919; Arkansas, January 14, 1919; Kansas, January 14, 1919; Alabama, January 15, 1919; Colorado, January

15, 1919; Iowa, January 15, 1919; New Hampshire, January 15, 1919; Oregon, January 15, 1919; Nebraska, January 16, 1919; North Carolina, January 16, 1919; Utah, January 16, 1919; Missouri, January 16, 1919; Wyoming, January 16, 1919.

Ratification was completed on January 16, 1919. See Dillon v. Gloss, 256 U.S. 368, 376 (1921).

The amendment was subsequently ratified by Minnesota on January 17, 1919; Wisconsin, January 17, 1919; New Mexico, January 20, 1919; Nevada, January 21, 1919; New York, January 29, 1919; Vermont, January 29, 1919; Pennsylvania, February 25, 1919; Connecticut, May 6, 1919; and New Jersey, March 9, 1922.

The amendment was rejected (and not subsequently ratified) by Rhode Island.

Article [XIX.]

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

The nineteenth amendment to the Constitution of the United States was proposed to the legislatures of the several States by the Sixty-sixth Congress, on the 4th of June, 1919, and was declared, in a proclamation of the Secretary of State, dated the 26th of August, 1920, to have been ratified by the legislatures of 36 of the 48 States. The dates of ratification were: Illinois, June 10, 1919 (and that State readopted its resolution of ratification June 17, 1919); Michigan, June 10, 1919; Wisconsin, June 10, 1919; Kansas, June 16, 1919; New York, June 16, 1919; Ohio, June 16, 1919; Pennsylvania, June 24, 1919; Massachusetts, June 25, 1919; Texas, June 28, 1919; Iowa, July 2, 1919; Missouri, July 3, 1919; Arkansas, July 28, 1919; Montana, August 2, 1919; Nebraska, August 2, 1919; Minnesota, September 8, 1919; New Hampshire, September 10, 1919; Utah, October 2, 1919; California, November 1, 1919; Maine, November 5, 1919; North Dakota, December 1, 1919; South Dakota, December 4, 1919; Colorado, December 15, 1919;

Kentucky, January 6, 1920; Rhode Island, January 6, 1920; Oregon, January 13, 1920; Indiana, January 16, 1920; Wyoming, January 27, 1920; Nevada, February 7, 1920; New Jersey, February 9, 1920; Idaho, February 11, 1920; Arizona, February 12, 1920; New Mexico, February 21, 1920; Oklahoma, February 28, 1920; West Virginia, March 10, 1920; Washington, March 22, 1920; Tennessee, August 18, 1920.

Ratification was completed on August 18, 1920.

The amendment was subsequently ratified by Connecticut on September 14, 1920 (and that State reaffirmed on September 21, 1920); Vermont, February 8, 1921; Delaware, March 6, 1923 (after having rejected it on June 2, 1920); Maryland, March 29, 1941 (after having rejected it on February 24, 1920, ratification certified on February 25, 1958); Virginia, February 21, 1952 (after having rejected it on February 12, 1920); Alabama, September 8, 1953 (after having rejected it on September 22, 1919); Florida, May 13, 1969; South Carolina, July 1, 1969 (after having rejected it on January 28, 1920, ratification certified on August 22, 1973); Georgia, February 20, 1970 (after having rejected it on July 24, 1919); Louisiana, June 11, 1970 (after having rejected it on July 1, 1920); North Carolina, May 6, 1971; Mississippi, March 22, 1984 (after having rejected it on March 29, 1920).

Article [XX.]

Section. 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section. 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section. 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section. 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section. 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section. 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Proposal and Ratification

The twentieth amendment to the Constitution was proposed to the legislatures of the several states by the Seventy-Second Congress, on the 2d day of March, 1932, and was declared, in a proclamation by the Secretary of State, dated on the 6th day of February, 1933, to have been ratified by the legislatures of 36 of the 48 States. The dates of ratification were: Virginia, March 4, 1932; New York, March 11, 1932; Mississippi, March 16, 1932; Arkansas, March 17, 1932; Kentucky, March 17, 1932; New Jersey, March 21, 1932; South Carolina, March 25, 1932; Michigan, March 31, 1932; Maine, April 1, 1932; Rhode Island, April 14, 1932; Illinois, April 21, 1932; Louisiana, June 22, 1932; West Virginia, July 30, 1932; Pennsylvania, August 11, 1932; Indiana, August 15, 1932; Texas, September 7, 1932; Alabama, September 13, 1932; California, January 4, 1933; North Carolina, January 5, 1933; North Dakota, January 9, 1933; Minnesota, January 12, 1933; Arizona, January 13, 1933; Montana, January 13, 1933; Nebraska, January 13, 1933; Oklahoma, January 13, 1933; Kansas, January 16, 1933; Oregon, January 16, 1933; Delaware, January 19, 1933; Washington, January 19, 1933; Wyoming, January 19, 1933; Iowa, January 20, 1933; South Dakota, January 20, 1933; Tennessee, January 20, 1933; Idaho, January 21, 1933; New Mexico, January 21, 1933; Georgia, January 23, 1933; Missouri, January 23, 1933; Ohio, January 23, 1933; Utah, January 23, 1933.

Ratification was completed on January 23, 1933.

The amendment was subsequently ratified by Massachusetts on January 24, 1933; Wisconsin, January 24, 1933; Colorado, January 24, 1933; Nevada, January 26, 1933; Connecticut, January 27, 1933; New Hampshire, January 31, 1933; Vermont, February 2, 1933; Maryland, March 24, 1933; Florida, April 26, 1933.

Article [XXI.]

Section. 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section. 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Proposal and Ratification

The twenty-first amendment to the Constitution was proposed to the several states by the Seventy-Second Congress, on the 20th day of February, 1933, and was declared, in a proclamation by the Secretary of State, dated on the 5th day of December, 1933, to have been ratified by 36 of the 48 States. The dates of ratification were: Michigan, April 10, 1933; Wisconsin, April 25, 1933; Rhode Island, May 8, 1933; Wyoming, May 25. 1933; New Jersey, June 1, 1933; Delaware, June 24, 1933; Indiana, June 26, 1933; Massachusetts, June 26, 1933; New York, June 27, 1933; Illinois, July 10, 1933; Iowa, July 10, 1933; Connecticut, July 11, 1933; New Hampshire, July 11, 1933; California, July 24, 1933; West Virginia, July 25, 1933; Arkansas, August 1, 1933; Oregon, August 7, 1933; Alabama, August 8, 1933; Tennessee, August 11, 1933; Missouri, August 29, 1933; Arizona, September 5, 1933; Nevada, September 5, 1933; Vermont, September 23, 1933; Colorado, September 26, 1933; Washington, October 3, 1933; Minnesota, October 10, 1933; Idaho, October 17, 1933; Maryland, October 18, 1933; Virginia, October 25, 1933; New Mexico, November 2, 1933; Florida, November 14, 1933; Texas, November 24, 1933; Kentucky, November 27, 1933; Ohio, December 5, 1933; Pennsylvania, December 5, 1933; Utah, December 5, 1933.

Ratification was completed on December 5, 1933.

The amendment was subsequently ratified by Maine, on December 6, 1933, and by Montana, on August 6, 1934.

The amendment was rejected (and not subsequently ratified) by South Carolina, on December 4, 1933.

Article [XXII.]

Section. 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section. 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Proposal and Ratification

This amendment was proposed to the legislatures of the several States by the Eightieth Congress on Mar. 21, 1947 by House Joint Res. No. 27, and was declared by the Administrator of General Services, on Mar. 1, 1951, to have been ratified by the legislatures of 36 of the 48 States. The dates of ratification were: Maine, March 31, 1947; Michigan, March 31, 1947; Iowa, April 1, 1947; Kansas, April 1, 1947; New Hampshire, April 1, 1947; Delaware, April 2, 1947; Illinois, April 3, 1947; Oregon, April 3, 1947; Colorado, April 12, 1947; California, April 15, 1947; New Jersey, April 15, 1947; Vermont, April 15, 1947; Ohio, April 16, 1947; Wisconsin, April 16, 1947; Pennsylvania, April 29, 1947; Connecticut, May 21, 1947; Missouri, May 22, 1947; Nebraska, May 23, 1947; Virginia, January 28, 1948; Mississippi, February 12, 1948; New York, March 9, 1948; South Dakota, January 21, 1949; North Dakota, February 25, 1949; Louisiana, May 17, 1950; Montana, January 25, 1951; Indiana, January 29, 1951; Idaho, January 30, 1951; New Mexico, February 12, 1951; Wyoming, February 12, 1951; Arkansas, February 15, 1951; Georgia, February 17, 1951; Tennessee, February 20, 1951; Texas, February 22, 1951; Nevada, February 26, 1951; Utah, February 26, 1951; Minnesota, February 27, 1951.

Ratification was completed on February 27, 1951.

The amendment was subsequently ratified by North Carolina on February 28, 1951; South Carolina, March 13, 1951; Maryland, March 14, 1951; Florida, April 16, 1951; Alabama, May 4, 1951.

The amendment was rejected (and not subsequently ratified) by Oklahoma in June 1947, and Massachusetts on June 9, 1949.

Certification of Validity

Publication of the certifying statement of the Administrator of General Services that the amendment had become valid was made on Mar. 1, 1951, F.R. Doc. 51 092940, 16 F.R. 2019.

Article [XXIII.]

Section. 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

This amendment was proposed by the Eighty-sixth Congress on June 17, 1960 and was declared by the Administrator of General Services on Apr. 3, 1961, to have been ratified by 38 of the 50 States. The dates of ratification were: Hawaii, June 23, 1960 (and that State made a technical correction to its resolution on June 30, 1960); Massachusetts, August 22, 1960; New Jersey, December 19, 1960; New York, January 17, 1961; California, January 19, 1961; Oregon, January 27, 1961; Maryland, January 30, 1961; Idaho, January 31, 1961; Maine, January 31, 1961; Minnesota, January 31, 1961; New Mexico, February 1, 1961; Nevada, February 2, 1961; Montana, February 6, 1961; South Dakota, February 6, 1961; Colorado, February 8, 1961; Washington, February 9, 1961; West Virginia, February 9, 1961; Alaska, February 10, 1961; Wyoming, February 13, 1961; Delaware, February 20, 1961; Utah, February 21, 1961; Wisconsin, February 21, 1961; Pennsylvania, February 28, 1961; Indiana, March 3, 1961; North Dakota, March 3, 1961; Tennessee, March 6, 1961; Michigan, March 8, 1961; Connecticut, March 9, 1961; Arizona, March 10, 1961; Illinois, March 14, 1961; Nebraska, March 15, 1961; Vermont, March 15, 1961; Iowa, March 16, 1961; Missouri, March 20, 1961; Oklahoma, March 21, 1961; Rhode Island, March 22, 1961; Kansas, March 29, 1961; Ohio, March 29, 1961.

Ratification was completed on March 29, 1961.

The amendment was subsequently ratified by New Hampshire on March 30, 1961 (when that State annulled and then repeated its ratification of March 29, 1961).

The amendment was rejected (and not subsequently ratified) by Arkansas on January 24, 1961.

Certification of Validity

Publication of the certifying statement of the Administrator of General Services that the amendment had become valid was made on Apr. 3, 1961, F.R. Doc. 61 093017, 26 F.R. 2808.

Article [XXIV.]

Section. 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

This amendment was proposed by the Eighty-seventh Congress by Senate Joint Resolution No. 29, which was approved by the Senate on Mar. 27, 1962, and by the House of Representatives on Aug. 27, 1962. It was declared by the Administrator of General Services on Feb. 4, 1964, to have been ratified by the legislatures of 38 of the 50 States.

This amendment was ratified by the following States:

Illinois, November 14, 1962; New Jersey, December 3, 1962; Oregon, January 25, 1963; Montana, January 28, 1963; West Virginia, February 1, 1963; New York, February 4, 1963; Maryland, February 6, 1963; California, February 7, 1963; Alaska, February 11, 1963; Rhode Island, February 14, 1963; Indiana, February 19, 1963; Utah, February 20, 1963; Michigan, February 20, 1963; Colorado, February 21, 1963; Ohio, February 27, 1963; Minnesota, February 27, 1963; New Mexico, March 5, 1963; Hawaii, March 6, 1963; North Dakota, March 7, 1963; Idaho, March 8, 1963; Washington, March 14, 1963; Vermont, March 15, 1963; Nevada, March 19, 1963; Connecticut, March 20, 1963; Tennessee, March 21, 1963; Pennsylvania, March 25, 1963; Wisconsin, March 26, 1963; Kansas, March 28, 1963; Massachusetts, March 28, 1963; Nebraska, April 4, 1963; Florida, April 18, 1963; Iowa, April 24, 1963; Delaware, May 1, 1963; Missouri, May 13, 1963; New Hampshire, June 12, 1963; Kentucky, June 27, 1963; Maine, January 16, 1964; South Dakota, January 23, 1964; Virginia, February 25, 1977.

Ratification was completed on January 23, 1964.

The amendment was subsequently ratified by North Carolina on May 3, 1989.

The amendment was rejected by Mississippi (and not subsequently ratified) on December 20, 1962.

Certification of Validity

Publication of the certifying statement of the Administrator of General Services that the amendment had become valid was made on Feb. 5, 1964, F.R. Doc. 64 091229, 29 F.R. 1715.

Article [XXV.]

Section. 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section. 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section. 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section. 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department *(see Note 17)* or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Proposal and Ratification

This amendment was proposed by the Eighty-ninth Congress by Senate Joint Resolution No. 1, which was approved by the Senate on Feb. 19, 1965, and by the House of Representatives, in amended form, on Apr. 13, 1965. The House of Representatives agreed to a Conference Report on June 30, 1965, and the Senate agreed to the Conference Report on July 6, 1965. It was declared by the Administrator of General Services, on Feb. 23, 1967, to have been ratified by the legislatures of 39 of the 50 States.

This amendment was ratified by the following States:

Nebraska, July 12, 1965; Wisconsin, July 13, 1965; Oklahoma, July 16, 1965; Massachusetts, August 9, 1965; Pennsylvania, August 18, 1965; Kentucky, September 15, 1965; Arizona, September 22, 1965; Michigan, October 5, 1965; Indiana, October 20, 1965; California, October 21, 1965; Arkansas, November 4, 1965; New Jersey, November 29, 1965; Delaware, December 7, 1965; Utah, January 17, 1966; West Virginia, January 20, 1966; Maine, January 24, 1966; Rhode Island, January 28, 1966; Colorado, February 3, 1966; New Mexico, February 3, 1966; Kansas, February 8, 1966; Vermont, February 10, 1966; Alaska, February 18, 1966; Idaho, March 2, 1966; Hawaii, March 3, 1966; Virginia, March 8, 1966; Mississippi, March 10, 1966; New York, March 14, 1966; Maryland, March 23, 1966; Missouri, March 30, 1966; New Hampshire, June 13, 1966; Louisiana, July 5, 1966; Tennessee, January 12, 1967; Wyoming, January 25, 1967; Washington, January 26, 1967; Iowa, January 26, 1967; Oregon, February 2, 1967; Minnesota, February 10, 1967; Nevada, February 10, 1967.

Ratification was completed on February 10, 1967.

The amendment was subsequently ratified by Connecticut, February 14, 1967; Montana, February 15, 1967; South Dakota, March 6, 1967; Ohio, March 7, 1967; Alabama, March 14, 1967; North Carolina, March 22, 1967; Illinois, March 22, 1967; Texas, April 25, 1967; Florida, May 25, 1967.

Certification of Validity

Publication of the certifying statement of the Administrator of General Services that the amendment had become valid was made on Feb. 25, 1967, F.R. Doc. 67 092208, 32 F.R. 3287.

Article [XXVI.]

Section. 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Proposal and Ratification

This amendment was proposed by the Ninety-second Congress by Senate Joint Resolution No. 7, which was approved by the Senate on Mar. 10, 1971, and by the House of Representatives on Mar. 23, 1971. It was declared by the Administrator of General Services on July 5, 1971, to have been ratified by the legislatures of 39 of the 50 States.

This amendment was ratified by the following States: Connecticut, March 23, 1971; Delaware, March 23, 1971; Minnesota, March 23, 1971; Tennessee, March 23, 1971; Washington, March 23, 1971; Hawaii, March 24, 1971; Massachusetts, March 24, 1971; Montana, March 29, 1971; Arkansas, March 30, 1971; Idaho, March 30, 1971; Iowa, March 30, 1971; Nebraska, April 2, 1971; New Jersey, April 3, 1971; Kansas, April 7, 1971; Michigan, April 7, 1971; Alaska, April 8, 1971; Maryland, April 8, 1971; Indiana, April 8, 1971; Maine, April 9, 1971; Vermont, April 16, 1971; Louisiana, April 17, 1971; California, April 19, 1971; Colorado, April 27, 1971; Pennsylvania, April 27, 1971; Texas, April 27, 1971; South Carolina, April 28, 1971; West Virginia, April 28, 1971; New Hampshire, May 13, 1971; Arizona, May 14, 1971; Rhode Island, May 27, 1971; New York, June 2, 1971; Oregon, June 4, 1971; Missouri, June 14, 1971; Wisconsin, June 22, 1971; Illinois, June 29, 1971; Alabama, June 30, 1971; Ohio, June 30, 1971; North Carolina, July 1, 1971; Oklahoma, July 1, 1971.

Ratification was completed on July 1, 1971.

The amendment was subsequently ratified by Virginia, July 8, 1971; Wyoming, July 8, 1971; Georgia, October 4, 1971.

Certification of Validity

Publication of the certifying statement of the Administrator of General Services that the amendment had become valid was made on July 7, 1971, F.R. Doc. 71 099691, 36 F.R. 12725.

Article [XXVII.]

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

Proposal and Ratification

This amendment, being the second of twelve articles proposed by the First Congress on Sept. 25, 1789, was declared by the Archivist of the United States on May 18, 1992, to have been ratified by the legislatures of 40 of the 50 States.

This amendment was ratified by the following States: Maryland, December 19, 1789; North Carolina, December 22, 1789; South Carolina, January 19, 1790; Delaware, January 28, 1790; Vermont, November 3, 1791; Virginia, December 15, 1791; Ohio, May 6, 1873; Wyoming, March 6, 1978; Maine, April 27, 1983; Colorado, April 22, 1984; South Dakota, February 21, 1985; New Hampshire, March 7, 1985; Arizona, April 3, 1985; Tennessee, May 23, 1985; Oklahoma, July 10, 1985; New Mexico, February 14, 1986; Indiana, February 24, 1986; Utah, February 25, 1986; Arkansas, March 6, 1987; Montana, March 17, 1987; Connecticut, May 13, 1987; Wisconsin, July 15, 1987; Georgia, February 2, 1988; West Virginia, March 10, 1988; Louisiana, July 7, 1988; Iowa, February 9, 1989; Idaho, March 23, 1989; Nevada, April 26, 1989; Alaska, May 6, 1989; Oregon, May 19, 1989; Minnesota, May 22, 1989; Texas, May 25, 1989; Kansas, April 5, 1990; Florida, May 31, 1990; North Dakota, March 25, 1991; Alabama, May 5, 1992; Missouri, May 5, 1992; Michigan, May 7, 1992; New Jersey, May 7, 1992.

Ratification was completed on May 7, 1992.

The amendment was subsequently ratified by Illinois on May 12, 1992.

Certification of Validity

Publication of the certifying statement of the Archivist of the United States that the amendment had become valid was made on May 18, 1992, F.R. Doc. 92 0911951, 57 F.R. 21187.

[There is some conflict as to the exact dates of ratification of the amendments by the several States. In some cases, the resolutions of ratification were signed by the officers of the legislatures on dates subsequent to that on which the second house had acted. In other cases, the Governors of several of the States "approved" the resolutions (on a subsequent date), although action by the Governor is not contemplated by article V, which required ratification by the legislatures (or conventions) only. In a number of cases, the journals of the State legislatures are not available. The dates set out in this document are based upon the best information available.]

NOTES

Note 1: This text of the Constitution follows the engrossed copy signed by Gen. Washington and the deputies from 12 States. The small superior figures preceding the paragraphs designate Clauses, and were not in the original and have no reference to footnotes.

The Constitution was adopted by a convention of the States on September 17, 1787, and was subsequently ratified by the several States, on the following dates: Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788.

Ratification was completed on June 21, 1788.

The Constitution was subsequently ratified by Virginia, June 25, 1788; New York, July 26, 1788; North Carolina, November 21, 1789; Rhode Island, May 29, 1790; and Vermont, January 10, 1791.

In May 1785, a committee of Congress made a report recommending an alteration in the Articles of Confederation, but no action was taken on it, and it was left to the State Legislatures to proceed in the matter. In January 1786, the Legislature of Virginia passed a resolution providing for the appointment of five commissioners, who, or any three of them, should meet such commissioners as might be appointed in the other States of the Union, at a time and place to be agreed upon, to take into consideration the trade of the United States; to consider how far a uniform system in their commercial regulations may be necessary to their common interest and their permanent harmony; and to report to the several States such an act, relative to this great object, as, when ratified by them, will enable the United States in Congress effectually to provide for the same. The Virginia commissioners, after some correspondence, fixed the first Monday in September as the time, and the city of Annapolis as the place for the meeting, but only four other States were represented, viz: Delaware, New York, New Jersey, and Pennsylvania; the commissioners appointed by Massachusetts, New Hampshire, North Carolina, and Rhode Island failed to attend. Under the circumstances of so partial a representation, the commissioners present agreed upon a report, (drawn by Mr. Hamilton, of New York,) expressing their unanimous conviction that it might essentially tend to advance the interests of the Union if the States by which they were respectively delegated would concur, and use their endeavors to procure the concurrence of the other States, in the appointment of commissioners to meet at Philadelphia on the Second Monday of May following, to take into consideration the situation of the United States; to devise such further provisions as should appear to them necessary to render the Constitution of the Federal Government adequate to the exigencies of the Union; and to report such an act for that purpose to the United States in Congress assembled as, when agreed to by them and afterwards confirmed by the Legislatures of every State, would effectually provide for the same.

Congress, on the 21st of February, 1787, adopted a resolution in favor of a convention, and the Legislatures of those States which had not already done so (with the exception of Rhode Island) promptly appointed delegates. On the 25th of May, seven States having convened, George Washington, of Virginia, was unanimously elected President, and the consideration of the proposed constitution was commenced. On the 17th of September, 1787, the Constitution as engrossed and agreed upon was signed by all the members present, except Mr. Gerry of Massachusetts, and Messrs. Mason and Randolph, of Virginia. The president of the convention transmitted it to Congress, with a resolution stating how the proposed Federal Government should be put in operation, and an explanatory letter. Congress, on the 28th of September, 1787, directed the Constitution so framed, with the resolutions and letter concerning the same, to "be transmitted to the several Legislatures in order to be submitted to a convention of delegates chosen in each State by the people thereof, in conformity to the resolves of the convention."

On the 4th of March, 1789, the day which had been fixed for commencing the operations of Government under the new Constitution, it had been ratified by the conventions chosen in each State to consider it, as follows: Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788; Virginia, June 25, 1788; and New York, July 26, 1788.

The President informed Congress, on the 28th of January, 1790, that North Carolina had ratified the Constitution November 21, 1789; and he informed Congress on the 1st of June, 1790, that Rhode Island had ratified the Constitution May 29, 1790. Vermont, in convention, ratified the Constitution January 10, 1791, and was, by an act of Congress approved February 18, 1791, "received and admitted into this Union as a new and entire member of the United States."

Note 2: The part of this Clause relating to the mode of apportionment of representatives among the several States has been affected by Section 2 of amendment XIV, and as to taxes on incomes without apportionment by amendment XVI.

Note 3: This Clause has been affected by Clause 1 of amendment XVII.

Note 4: This Clause has been affected by Clause 2 of amendment XVIII.

Note 5: This Clause has been affected by amendment XX.

Note 6: This Clause has been affected by amendment XXVII.

Note 7: This Clause has been affected by amendment XVI.

Note 8: This Clause has been superseded by amendment XII.

Note 9: This Clause has been affected by amendment XXV.

Note 10: This Clause has been affected by amendment XI.

Note 11: This Clause has been affected by amendment XIII.

Note 12: The first ten amendments to the Constitution of the United States (and two others, one of which failed of ratification and the other which later became the 27th amendment) were proposed to the legislatures of the several States by the First Congress on September 25, 1789. The first ten amendments were ratified by the following States, and the notifications of ratification by the Governors thereof were successively communicated by the President to Congress: New Jersey, November 20, 1789; Maryland, December 19, 1789; North Carolina, December 22, 1789; South Carolina, January 19, 1790; New Hampshire, January 25, 1790; Delaware, January 28, 1790; New York, February 24, 1790; Pennsylvania, March 10, 1790; Rhode Island, June 7, 1790; Vermont, November 3, 1791; and Virginia, December 15, 1791.

Ratification was completed on December 15, 1791.

The amendments were subsequently ratified by the legislatures of Massachusetts, March 2, 1939; Georgia, March 18, 1939; and Connecticut, April 19, 1939.

Note 13: Only the 13th, 14th, 15th, and 16th articles of amendment had numbers assigned to them at the time of ratification.

Note 14: This sentence has been superseded by section 3 of amendment XX.

Note 15: See amendment XIX and section 1 of amendment XXVI.

Note 16: Repealed by section 1 of amendment XXI.

Note 17: So in original. Probably should be "departments".

The Declaration of Independence

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The 56 signatures on the Declaration appear in the positions indicated:

[Column 1]
Georgia:
Button Gwinnett
Lyman Hall
George Walton

[Column 2]
North Carolina:
William Hooper
Joseph Hewes
John Penn

South Carolina:
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

[Column 3]
Massachusetts:
John Hancock

Maryland:
Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

Virginia:
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

[Column 4]
Pennsylvania:
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware:
Caesar Rodney
George Read
Thomas McKean

[Column 5]
New York:
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey:
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

[Column 6]
New Hampshire:
Josiah Bartlett
William Whipple

Massachusetts:
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island:
Stephen Hopkins
William Ellery

Connecticut:
Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire:
Matthew Thornton

The Articles of Confederation and Perpetual Union

Between The States Of

New Hampshire, Massachusetts bay Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

ARTICLE I. The Style of this Confederacy shall be "The United States of America".

ARTICLE II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

ARTICLE III. The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

ARTICLE IV. The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

ARTICLE V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument of any kind.

Each State shall maintain its own delegates in a meeting of the States, and while they act as members of the committee of the States.

In determining questions in the United States in Congress assembled, each State shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any court or place out of Congress, and the members of Congress shall be protected in their persons from arrests or imprisonments, during the time of their going to and from, and attendence on Congress, except for treason, felony, or breach of the peace.

ARTICLE VI. No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defense of such State, or its trade; nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgement of the United States in Congress assembled, shall be deemed requisite to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered, and shall provide and constantly have ready for use, in public stores, a due number of filed pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; nor shall any State grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the United States in Congress assembled, and then only against the Kingdom or State and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the United States in Congress assembled, unless such State be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the United States in Congress assembled shall determine otherwise.

ARTICLE VII. When land forces are raised by any State for the common defense, all officers of or under the rank of colonel, shall be appointed by the legislature of each State respectively, by whom such forces shall be raised, or in such manner as such State shall direct, and all vacancies shall be filled up by the State which first made the appointment.

ARTICLE VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of a common treasury, which shall be supplied by the several States in proportion to the value of all land within each State, granted or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated according to such mode as the United States in Congress assembled, shall from time to time direct and appoint.

The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several States within the time agreed upon by the United States in Congress assembled.

ARTICLE IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article—of sending and receiving ambassadors—entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever—of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated—of granting letters of marque and reprisal in times of peace—appointing courts for the trial of piracies and felonies commited on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more States concerning boundary, jurisdiction or any other causes whatever; which authority shall always be exercised in the manner following. Whenever the legislative or executive authority or lawful agent of any State in controversy with another shall present a petition to Congress stating the matter in question and praying for a hearing, notice thereof shall be given by order of Congress to the legislative or executive authority of the other State in controversy, and a day assigned for the appearance of the parties by their lawful agents, who shall then be directed to appoint by joint consent, commissioners or judges to constitute a court for hearing and determining the matter in question: but if they cannot agree, Congress shall name three persons out of each of the United States, and from the list of such persons each party shall alternately strike out one, the petitioners beginning, until the number shall be reduced to thirteen; and from that number not less than seven, nor more than nine names as Congress shall direct, shall in the presence of Congress be drawn out by lot, and the persons whose names shall be so drawn or any five of them, shall be commissioners or judges, to hear and finally determine the controversy, so always as a major part of the judges who shall hear the cause shall agree in the determination: and if either party shall neglect to attend at the day appointed, without showing reasons, which Congress shall judge sufficient, or being present shall refuse to strike, the Congress shall proceed to nominate three persons out of each State, and the secretary of Congress shall strike in behalf of such party absent or refusing; and the judgement and sentence of the court to be appointed, in the manner before prescribed, shall be final and conclusive; and if any of the parties shall refuse to submit to the authority of such court, or to appear or defend their claim or cause, the court shall nevertheless proceed to pronounce sentence, or judgement, which shall in like manner be final and decisive, the judgement or sentence and other proceedings being in either case transmitted to Congress, and lodged among the acts of Congress for the security of the parties concerned: provided that every commissioner, before he sits in judgement, shall take an oath to be administered by one of the judges of the supreme or superior court of the State, where the cause shall be tried, 'well and truly to hear and determine the matter in question, according to the best of his judgement, without favor, affection or hope of reward': provided also, that no State shall be deprived of territory for the benefit of the United States.

All controversies concerning the private right of soil claimed under different grants of two or more States, whose jurisdictions as they may respect such lands, and the States which passed such grants are adjusted, the said grants or either of them being at the same time claimed to have originated antecedent to such settlement of jurisdiction, shall on the petition of either party to the Congress of the United States, be finally determined as near as may be in the same manner as is before presecribed for deciding disputes respecting territorial jurisdiction between different States.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States—fixing the standards of weights and measures throughout the United States—regulating the trade and managing all affairs with the Indians, not members of any of the States, provided that the legislative right of any State within its own limits be not infringed or violated—establishing or regulating post offices from one State to another, throughout all the United States, and exacting such postage on the papers passing through the same as may be requisite to defray the expenses of the said office—appointing all officers of the land forces, in the service of the United States, excepting regimental officers—appointing all the officers of the naval forces, and commissioning all officers whatever in the service of the United States—making rules for the government and regulation of the said land and naval forces, and directing their operations.

The United States in Congress assembled shall have authority to appoint a committee, to sit in the recess of Congress, to be denominated 'A Committee of the States', and to consist of one delegate from each State; and to appoint such other committees and civil officers as may be necessary for managing the general affairs of the United States under their direction—to appoint one of their members to preside, provided that no person be allowed to serve in the office of president more than one year in any term of three years; to ascertain the necessary sums of money to be raised for the service of the United States, and to appropriate and apply the same for defraying the public expenses—to borrow money, or emit bills on the credit of the United States, transmitting every half-year to the respective States an account of the sums of money so borrowed or emitted—to build and equip a navy—to agree upon the number of land forces, and to make requisitions from each State for its quota, in proportion to the number of white inhabitants in such State; which requisition shall be binding, and thereupon the legislature of each State shall appoint the regimental officers, raise the men and cloath, arm and equip them in a solid-like manner, at the expense of the United States; and the officers and men so cloathed, armed and equipped shall march to the place appointed, and within the time agreed on by the United States in Congress assembled. But if the United States in Congress assembled shall, on consideration of circumstances judge proper that any State should not raise men, or should raise a smaller number of men than the quota thereof, such extra number shall be raised, officered, cloathed, armed and equipped in the same manner as the quota of each State, unless the legislature of such State shall judge that such extra number cannot be safely spread out in the same, in which case they shall raise, officer, cloath, arm and equip as many of such extra number as they judeg can be safely spared. And the officers and men so cloathed, armed, and equipped, shall march to the place appointed, and within the time agreed on by the United States in Congress assembled.

The United States in Congress assembled shall never engage in a war, nor grant letters of marque or reprisal in time of peace, nor enter into any treaties or alliances, nor coin money, nor regulate the value thereof, nor ascertain the sums and expenses necessary for the defense and welfare of the United States, or any of them, nor emit bills, nor borrow money on the credit of the United States, nor appropriate money, nor agree upon the number of vessels of war, to be built or purchased, or the number of land or sea forces to be raised, nor appoint a commander in chief of the army or navy, unless nine States assent to the same: nor shall a question on any other point, except for adjourning from day to day be determined, unless by the votes of the majority of the United States in Congress assembled.

The Congress of the United States shall have power to adjourn to any time within the year, and to any place within the United States, so that no period of adjournment be for a longer duration than the space of six months, and shall publish the journal of their proceedings monthly, except such parts thereof relating to treaties, alliances or military operations, as in their judgement require secrecy; and the yeas and nays of the delegates of each State on any question shall be entered on the journal, when it is desired by any delegates of a State, or any of them, at his or their request shall be furnished with a transcript of the said journal, except such parts as are above excepted, to lay before the legislatures of the several States.

ARTICLE X. The Committee of the States, or any nine of them, shall be authorized to execute, in the recess of Congress, such of the powers of Congress as the United States in Congress assembled, by the consent of the nine States, shall from time to time think expedient to vest them with; provided that no power be delegated to the said Committee, for the exercise of which, by the Articles of Confederation, the voice of nine States in the Congress of the United States assembled be requisite.

ARTICLE XI. Canada acceding to this confederation, and adjoining in the measures of the United States, shall be admitted into, and entitled to all the advantages of this Union; but no other colony shall be admitted into the same, unless such admission be agreed to by nine States.

ARTICLE XII. All bills of credit emitted, monies borrowed, and debts contracted by, or under the authority of Congress, before the assembling of the United States, in pursuance of the present confederation, shall be deemed and considered as a charge against the United States, for payment and satisfaction whereof the said United States, and the public faith are hereby solemnly pleged.

ARTICLE XIII. Every State shall abide by the determination of the United States in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this Confederation shall be inviolably observed by every State, and the Union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a Congress of the United States, and be afterwards confirmed by the legislatures of every State.

And Whereas it hath pleased the Great Governor of the World to incline the hearts of the legislatures we respectively represent in Congress, to approve of, and to authorize us to ratify the said Articles of Confederation and perpetual Union. Know Ye that we the undersigned delegates, by virtue of the power and authority to us given for that purpose, do by these presents, in the name and in behalf of our respective constituents, fully and entirely ratify and confirm each and every of the said Articles of Confederation and perpetual Union, and all and singular the matters and things therein contained: And we do further solemnly plight and engage the faith of our respective constituents, that they shall abide by the determinations of the United States in Congress assembled, on all questions, which by the said Confederation are submitted to them. And that the Articles thereof shall be inviolably observed by the States we respectively represent, and that the Union shall be perpetual. In Witness whereof, we have hereunto set our hands in Congress. Done at Philadelphia, in the State of Pennsylvania, the 9th day of July, in the Year of our Lord 1778, and in the third year of the independence of America.

New Hampshire:
Josiah Bartlett
John Wentworth, Jr.

Massachusetts Bay:
John Hancock
Samuel Adams
Elbridge Gerry
Francis Dana
James Lovell
Samuel Holten

Rhode Island and Providence Plantations:
William Ellery
Henry Marchant
John Collins

Connecticut:
Roger Sherman
Samuel Huntington
Oliver Wolcott
Titus Hosmer
Andrew Adams

New York:
James Duane
Francis Lewis
William Duer
Governeur Morris

New Jersey:
John Witherspoon
Nathaniel Scudder

Pennsylvania:
Robert Morris
Daniel Roberdeau
John Bayard Smith
William Clingan
Joseph Reed

Delaware:
Thomas M'Kean
John Dickinson
Nicholas Van Dyke

Maryland:
John Hanson
Daniel Carroll

Virginia:
Richard Henry Lee
John Banister
Thomas Adams
John Harvie
Francis Lightfoot Lee

North Carolina:
John Penn
Cornelius Harnett
John Williams

South Carolina:
Henry Laurens
Will Henry Drayton
John Mathews
Richard Hutson
Thomas Hayward, Jr.

Georgia:
John Walton
Edward Telfair
Edward Longworthy

The Bill of Rights

Amendments 1-10 of the Constitution

The Conventions of a number of the States having, at the time of adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added, and as extending the ground of public confidence in the Government will best insure the beneficent ends of its institution;

Resolved, by the Senate and House of Representatives of the United States of America, in Congress assembled, two-thirds of both Houses concurring, that the following articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States; all or any of which articles, when ratified by three-fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution, namely:

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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